

Name _____ Period _____ Date _____

CHOCOLATE CHIP COOKIES AND TEENAGERS

1. As you look at the chocolate chip cookie placed on your desk, make a list of the ways the cookie is like a teenager! Use your imagination!

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

2. At this point in your teenage years, is being a teenager what you expected?

How? _____

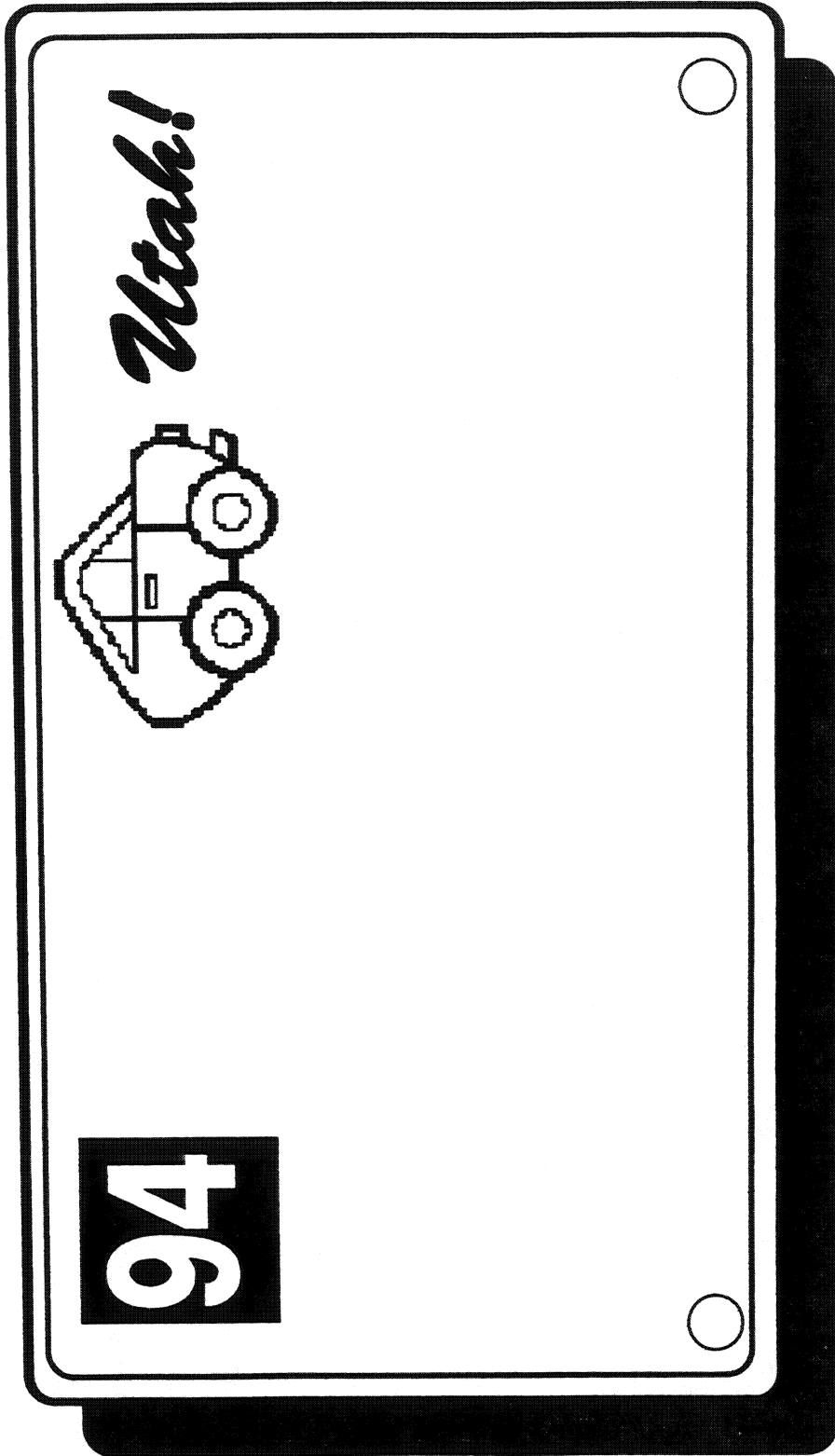
3. Has it been easier or harder to be a teenager than you expected? _____

Explain: _____

Name _____ Period _____ Date _____

MY PERSONALIZED TEEN LIVING LICENSE PLATE

Directions: This is your chance to design your own "Personalized License Plate". What would you like to put on your future car? Sorry, but "I.M.HOT" and "Crusin'" have already been used. Your assignment is to design an original plate that represents your feelings about being a teenager. (You can use up to seven (7) letters.) Use your imagination for colors, graphics, and words! Of course, they will be clean, wholesome and legal messages. Have fun!



**"TEENAGE YEARS ARE
A WASTE OF TIME;
THERE IS NO PURPOSE
FOR THEM."**

ADDITIONAL DEVELOPMENTAL COMPARISONS DEVELOPMENTAL TASKS

Read the following vignettes to the students:

#1 "I will have to be gone for one week to get the supplies we need from town," a farmer told his wife. "These supplies will last us the winter. While I'm gone, Billy will be able to take care of the 40 acres of tobacco plants, and he is old enough now to use the rifle in case of an Indian or wild animal attack."

How old do you think Billy is? His full name was William Clark. He later became famous for his exploration of the West with his friend and partner, Merriweather Lewis. At the time of this quote by his father, he was 6 years old. He was not unlike other boys his age at that time.

#2 "Jonathan is in charge of hunting all the meat for our family. If we have turkey on Thanksgiving or Christmas, it will be thanks to him. During the rest of the year, whether or not we have meat for our meals, or enough to dry and store, is up to Jonathan. If he has a bad hunting day, we eat vegetables."

How old do you think Jonathan is? 12 years old.

Ask students what responsibilities they had at 6 and 12, and if they would like to go back to the days when so much was required of young boys.

Life in the past trained young people to be self-reliant and responsible. What activities do young people have today that nurture the same qualities?

(Attending school regularly, completing homework on time, taking care of household chores, babysitting, yard work, etc.)

Both of these examples of family expectations for young boys were taken from the historic novel "From Sea to Shining Sea" by Thom Alexander. The John Rogers Clark family lived at the time of the American Revolutionary War; the quotes reflect the lifestyle of their family and others like them during 1770-1780.

DEVELOPMENTAL TASKS

**SKILLS REQUIRED FOR
SUCCESSFUL PROGRESSION
FROM CHILDHOOD TO
ADULTHOOD**

TEACHER BACKGROUND INFORMATION DEVELOPMENTAL TASKS

Teenage years are a time of growth and development. Major personal changes occur in many areas that the teen must come to terms with. Robert Havighurst, an educator and behavioral scientist, has described what he calls the "Developmental Tasks" that society has come to expect of people at various ages. These tasks need to be completed during the teen years for optimum effect. When these tasks or skills are met successfully, contentment and success follow. If these tasks are not completed, the teen will enter his/her adult years without achieving age appropriate maturity levels.

Every individual matures at a different pace. It is commonly accepted that young women mature at a faster rate than young men in certain areas. Within gender groups, maturation speeds are different depending on several factors. Environmental factors such as family structure, birth order, peer group involvement, stress factors on the individual or family, geographic location, genetic make up, and physical health can have an impact on the rate at which the teen matures.

Havighurst's eight tasks for the teen years include:

- 1. Develop mature relations with peers of both genders.**
Begin to appreciate the roles of both men and women and to work with groups for the common good. The personal emphasis shifts from self to group, thus allowing the selfish nature of the child to step aside for the needs of others.
- 2. Adopt a socially approved gender role.**
In the past this has been easy due to well-defined roles for men and women. People could adopt the appropriate role for their gender. Today, sex roles are not carefully defined, so young people must carefully determine the roles they will adopt.
- 3. Accept your body as it is, and make the most of the body you have.**
Most people do not see themselves as having the perfect body. There are changes most people would make if they could. While you may not be able to change certain features, you can always make the most of your positive features and be proud of what you are. You need to take care of your body to insure your health throughout life.
- 4. Become emotionally independent from parents and other adults.**
As teens learn to analyze alternatives, and make more decisions independently, they become less dependent on parents and other adults. Relations with adults may become more intense as the dependency of childhood is replaced

**TEACHER BACKGROUND INFORMATION - CONT'D
DEVELOPMENTAL TASKS**

with mature friendships. Now, these adults are in the life of a teenager by choice, not by necessity.

5. **Prepare for marriage and family life.**
First, determine personal feelings about marriage and family. Most people want to marry and raise children. If these roles fit one's personal goals, learn as much about marriage and family living as possible.
6. **Select and prepare for a career.**
Analyze aptitudes, abilities, interests, and lifestyle standards, then assess careers that will satisfy personal needs and desires in each area. Choose courses and electives that are preparatory for a career that interests you. A part-time job, or volunteer work in a related field may assist you in making a career choice.
7. **Adopt priorities in keeping with personal goals and societal expectations.**
Reflective questions such as, "Who am I? What do I really want?" will help establish priorities. It is also necessary to analyze those priorities in terms of societal expectations. For instance, having a carefree lifestyle may be a personal priority. As part of such a lifestyle, work may not be a priority; however, to support your carefree existence money is required. It would not be socially acceptable to expect others to support your lifestyle.
8. **Adopt socially responsible behavior.**
First, determine how socially responsible people behave and model their behavior. When you demonstrate responsible behavior, most people will accept you and you will become a recognized resource in your community.

The following concepts are from Claudia Jewett's book, On Adolescence.

Adolescence is a time of changes in several areas of the young person's life. There are physical, conceptual, psychological and societal differences. During the period of adolescent development, the individual has areas of mastery. It is the task of adolescence to establish the following: (1) Who am I? (2) Who are others? (3) What can I do or be? (4) What do I value?

The concept of recycling occurs during adolescence. The young person is reliving years and phases of development. The 13 to 14-year-old is much like a 1 to 2 -year-old with

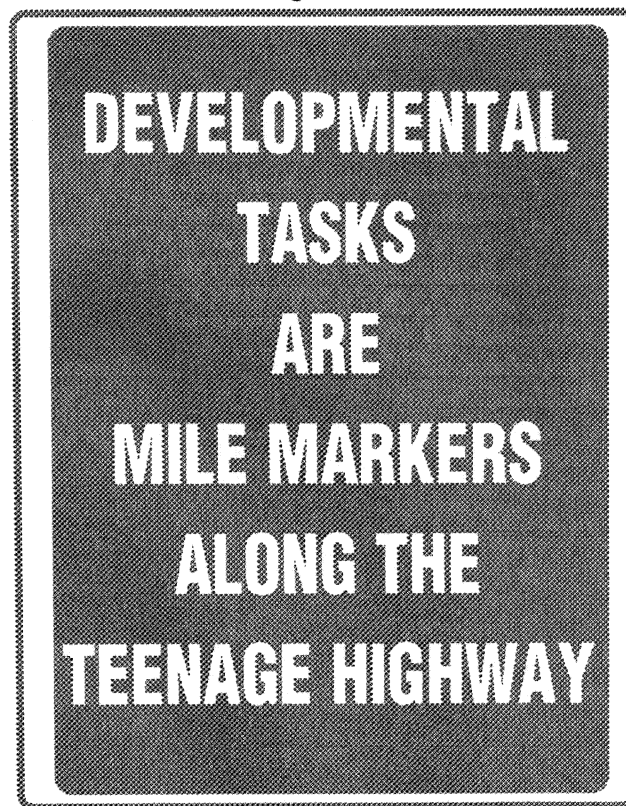
**TEACHER BACKGROUND INFORMATION - CONT'D
DEVELOPMENTAL TASKS**

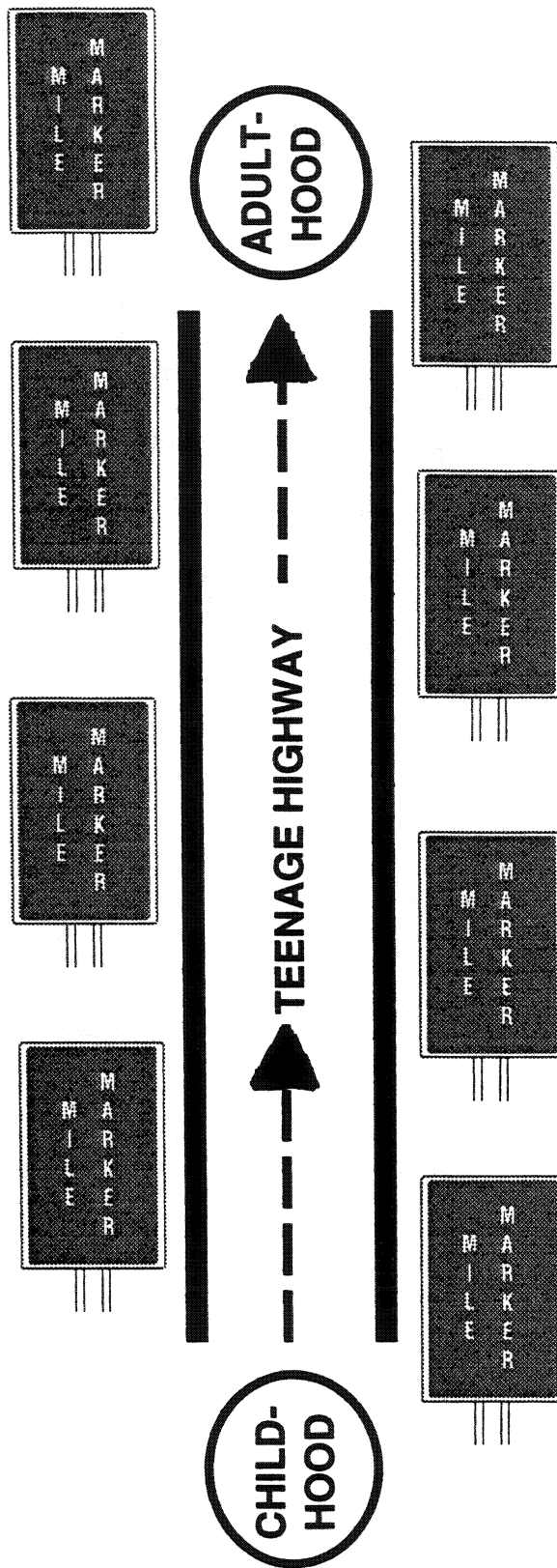
heightened hungers, frequent boredom and impatience. The 14 to 15-year-old is compared to a 2 to 3-year-old with 2-year-old stubbornness and rebellion and 3-year-old compliance, whining and messiness. The 13 to 15-year-olds have the same temper tantrums as 1 to 3-year-olds except that they stand up. The 15 to 16-year-old is like a 4-year-old--mouthy, argumentative and hassling over doing it his/her own way.

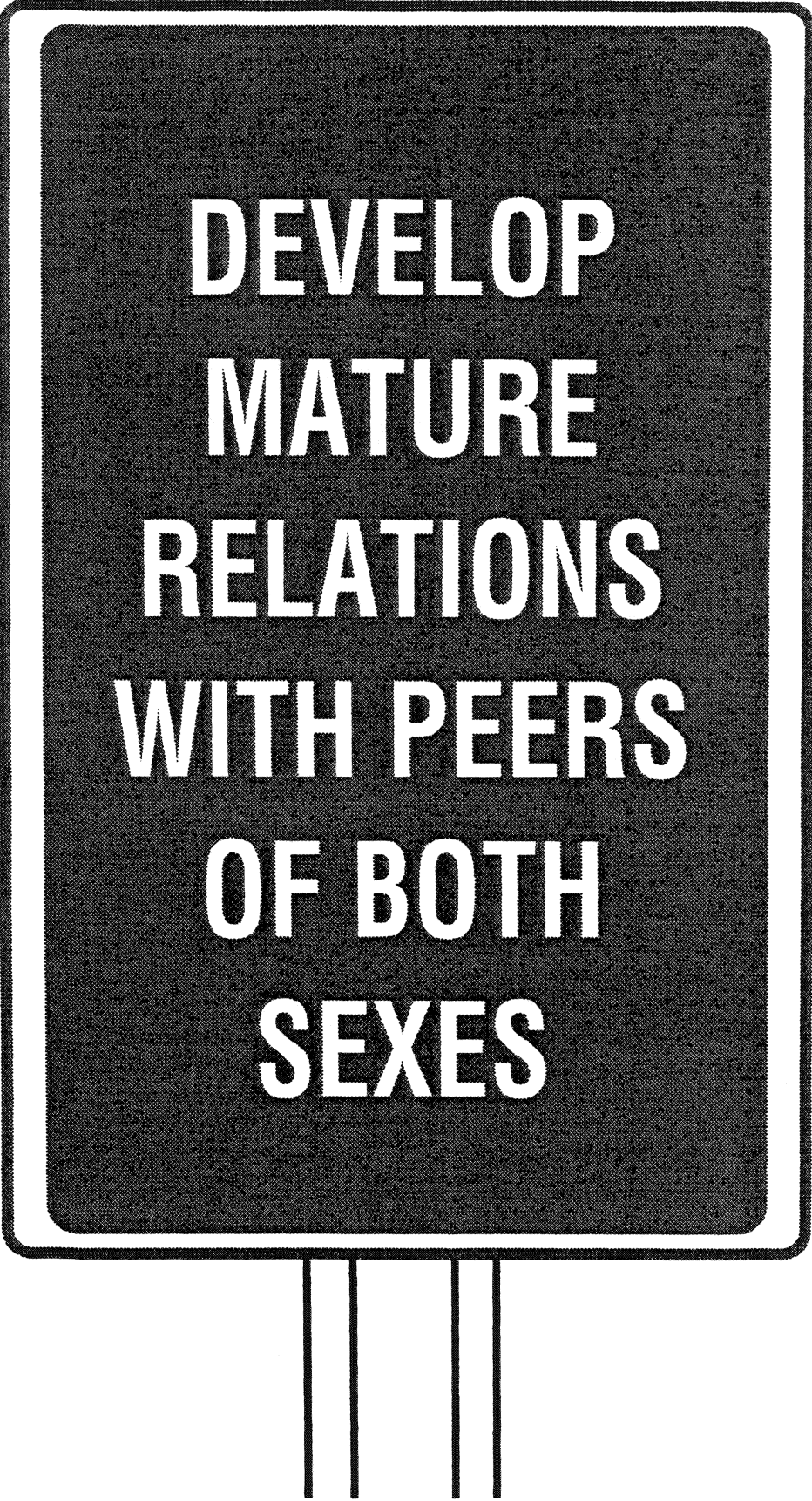
At 15, a person has many traits similar to a 5-year-old; an internal balance is established, there is more cooperative play, and it is a time to reach out beyond the family. By 16 to 18 years of age, the young person can sometimes say that parents are okay.

Major concept: The important part of this recycling is that if needs were not satisfied during the 1 to 5-year-old period, there is a second chance to meet these needs. Of course these ages are not rigid and will vary from individual to individual.

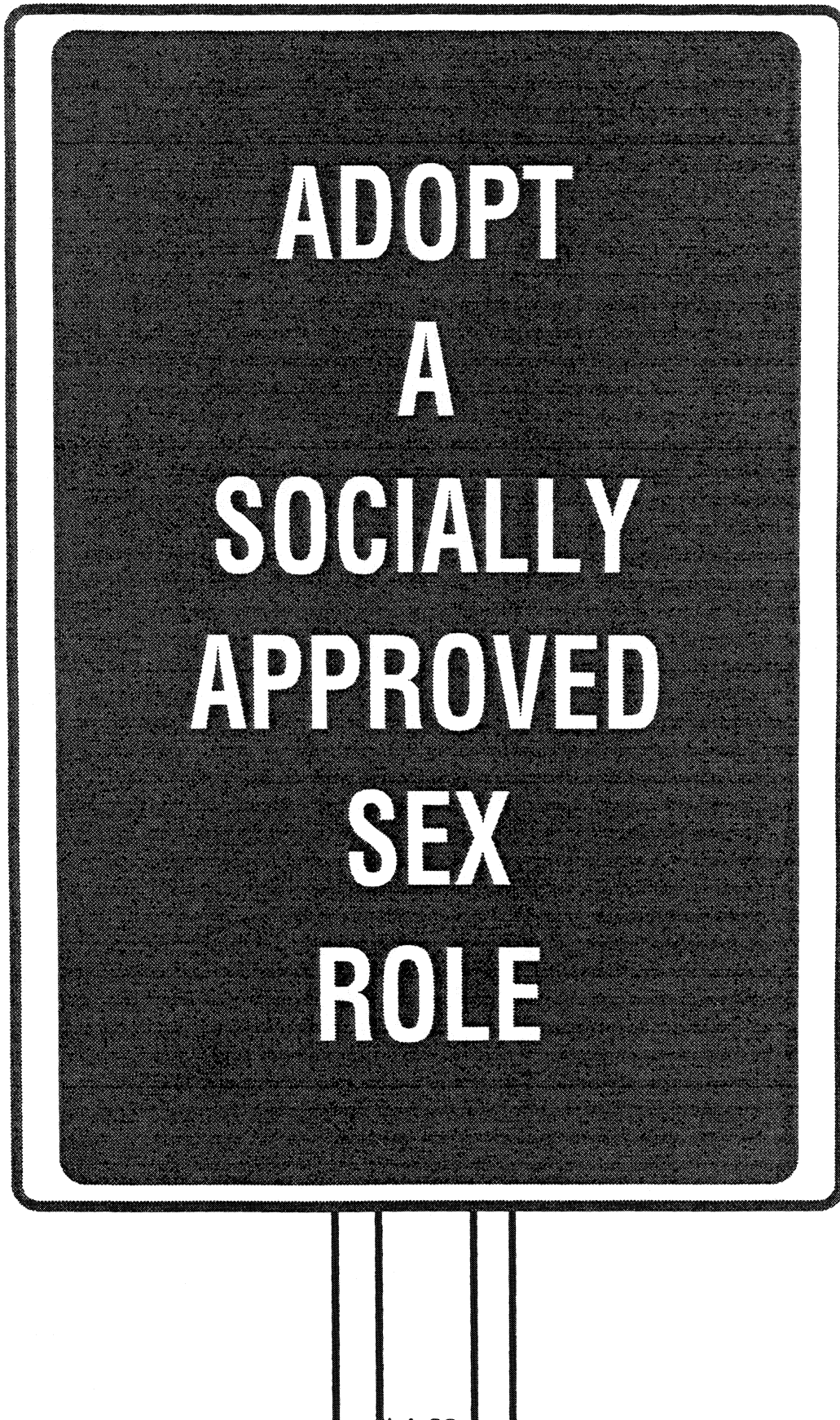
Finally, this is a time for putting distance between the adolescent and the immediate family. The peer group is extremely important. Any young person can easily identify members of a specific group within his/her school or neighborhood.

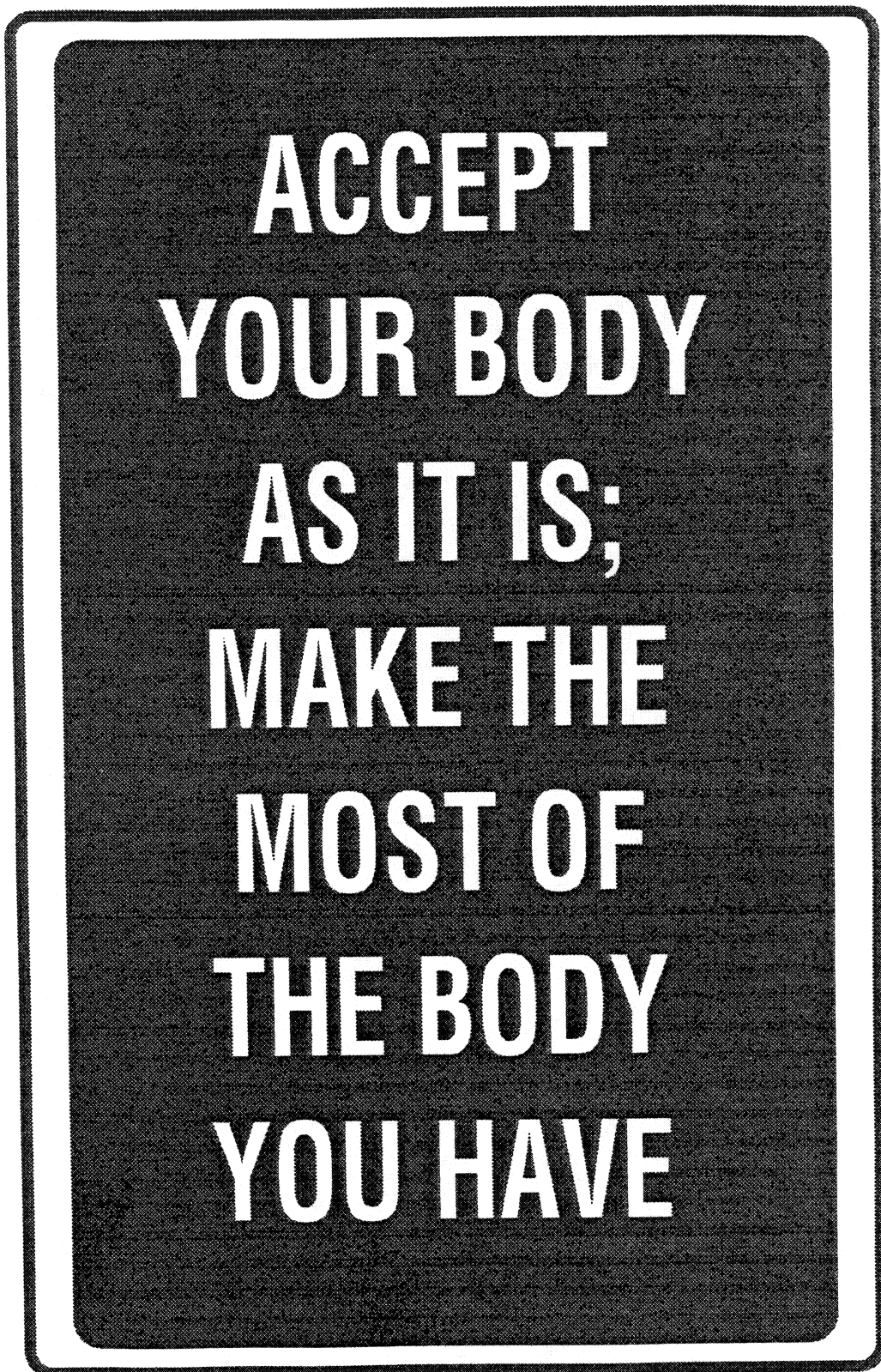


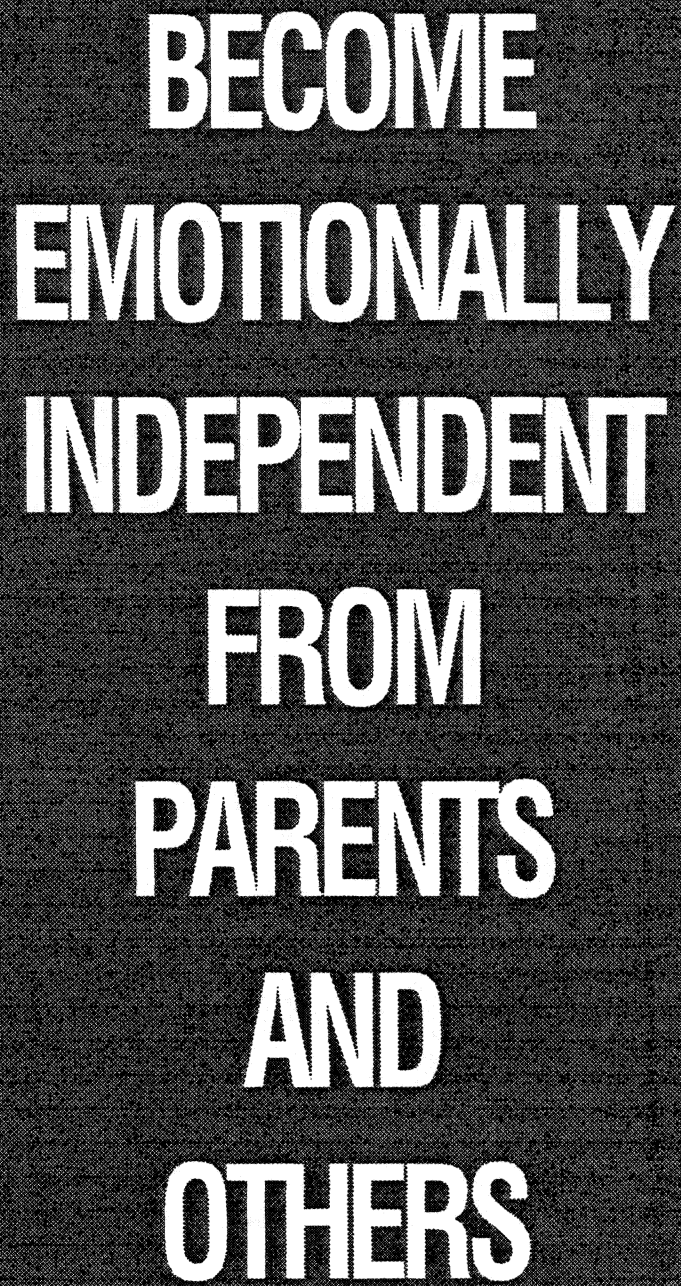




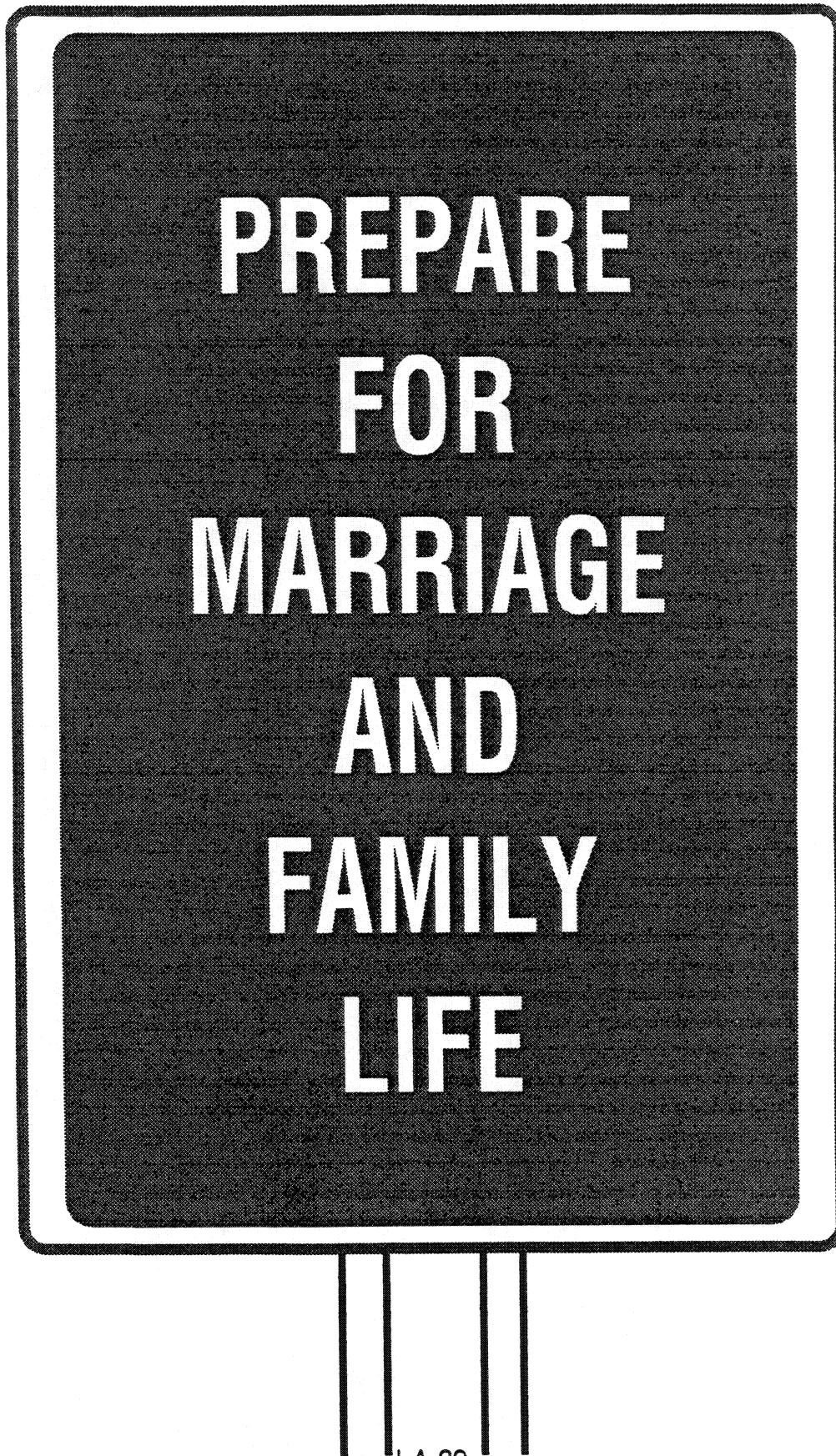
**DEVELOP
MATURE
RELATIONS
WITH PEERS
OF BOTH
SEXES**

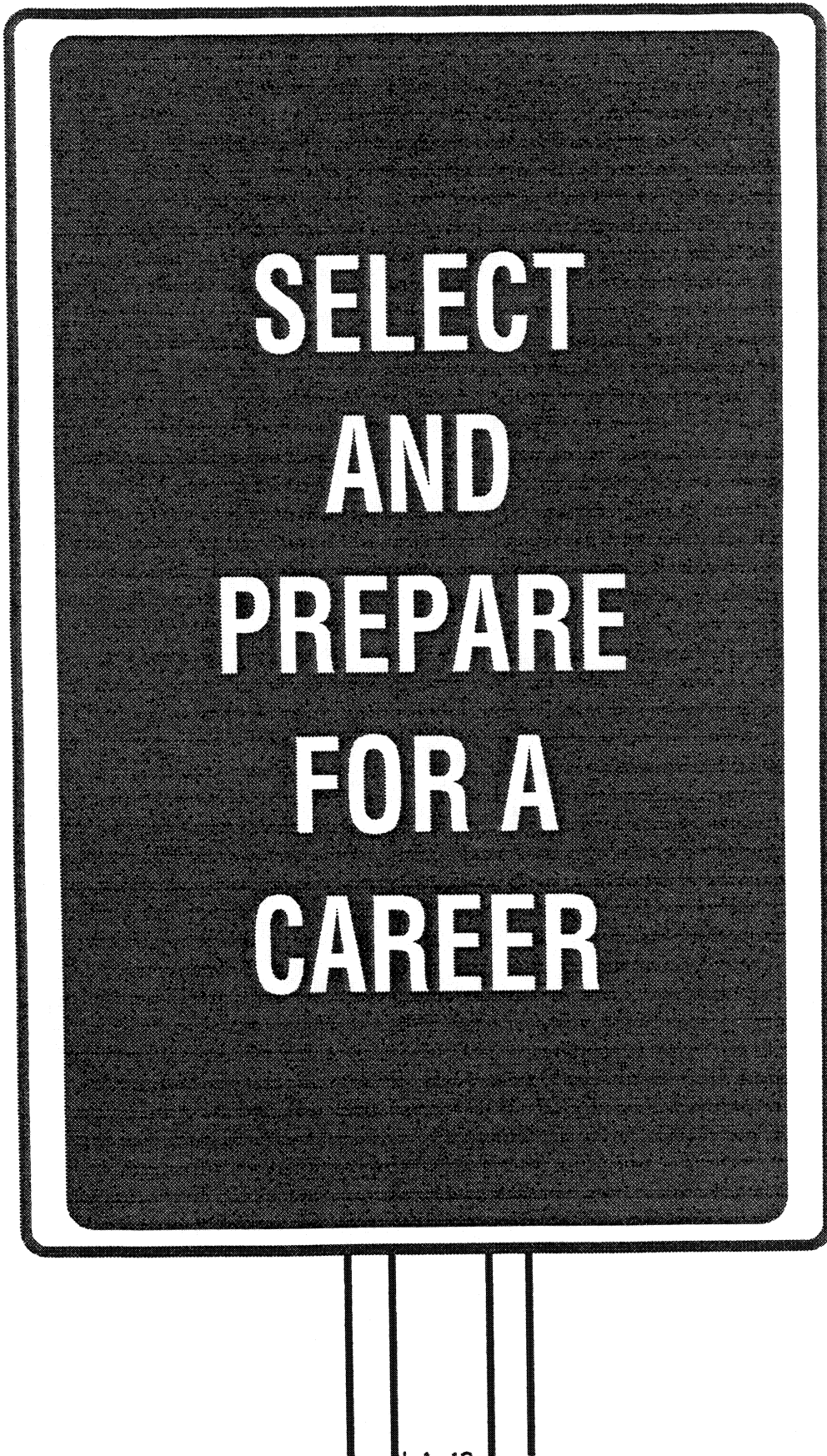






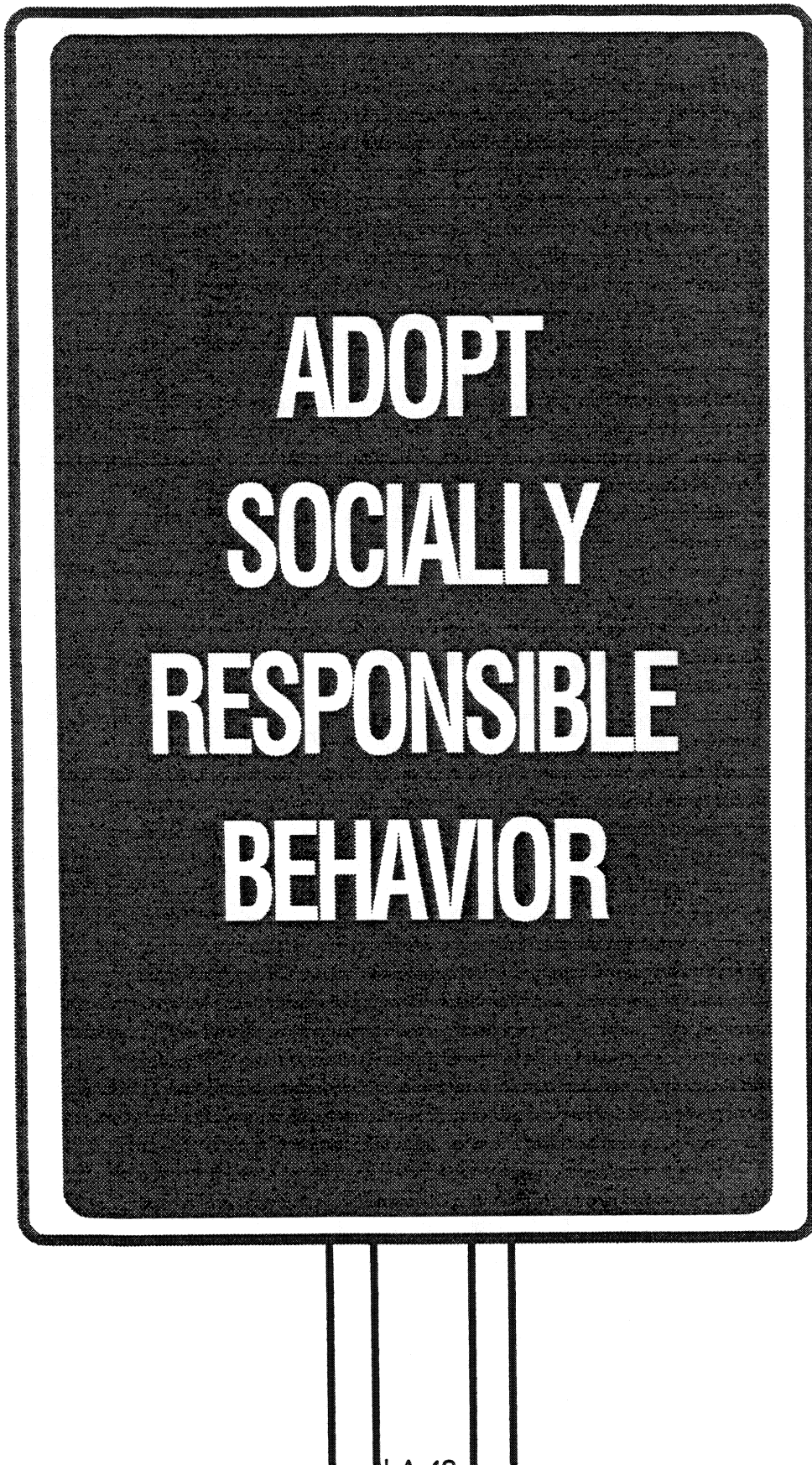
**BECOME
EMOTIONALLY
INDEPENDENT
FROM
PARENTS
AND
OTHERS**

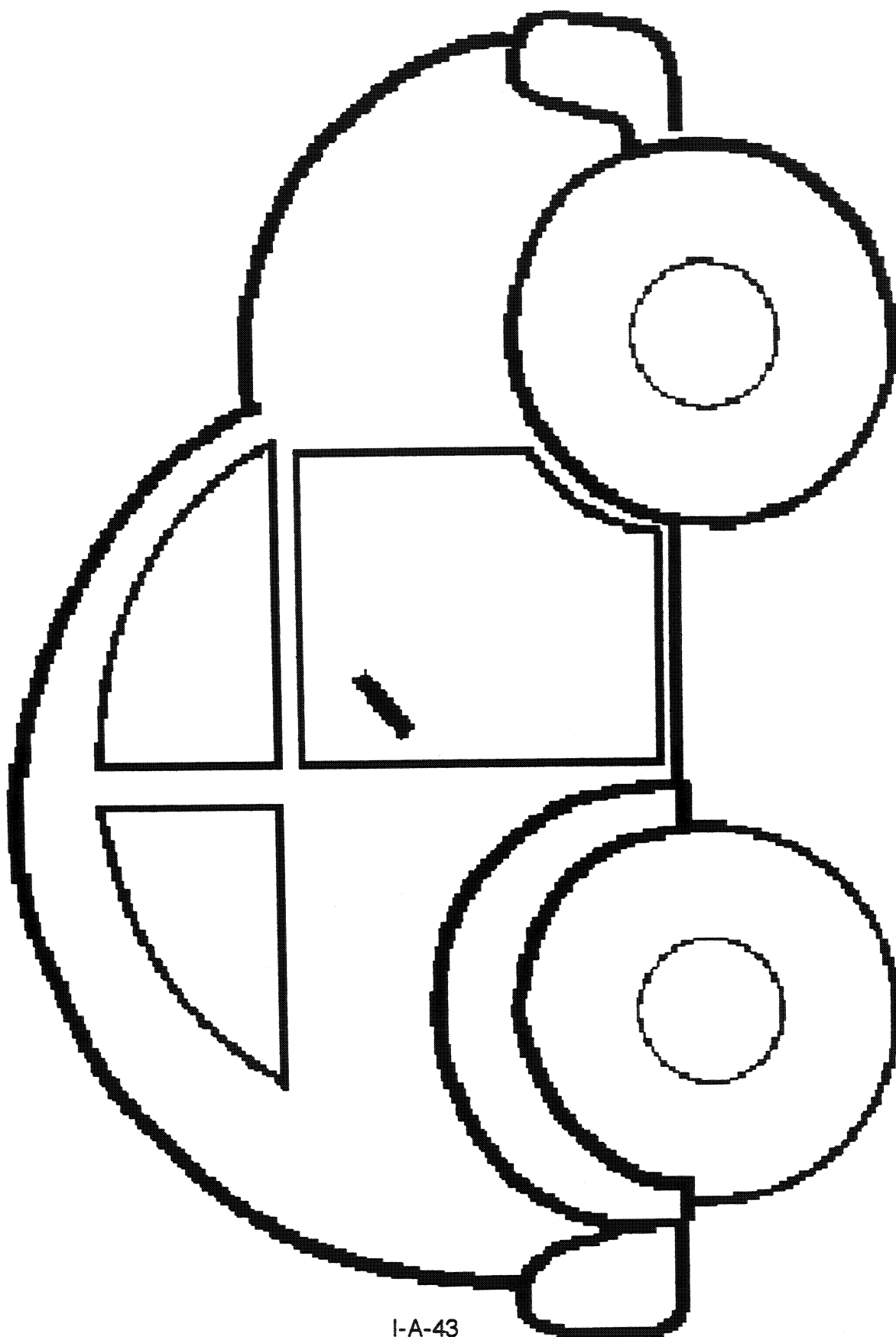




A large black sign with white text on a post. The sign is rectangular with rounded corners and a thick white border. The text is centered and reads:


**ADOPT
PRIORITIES
IN KEEPING
WITH
PERSONAL
GOALS AND
SOCIETAL
EXPECTATIONS**







**CHILD-
HOOD**



**ADULT-
HOOD**

Name _____ Period _____ Date _____

DEVELOPMENTAL TASKS

Adulthood is a destination that can be reached by staying on course. There are road signs along the path that will show you the way. Fill these in as your teacher gives you the information.

**LEAVING
CHILDHOOD...**

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

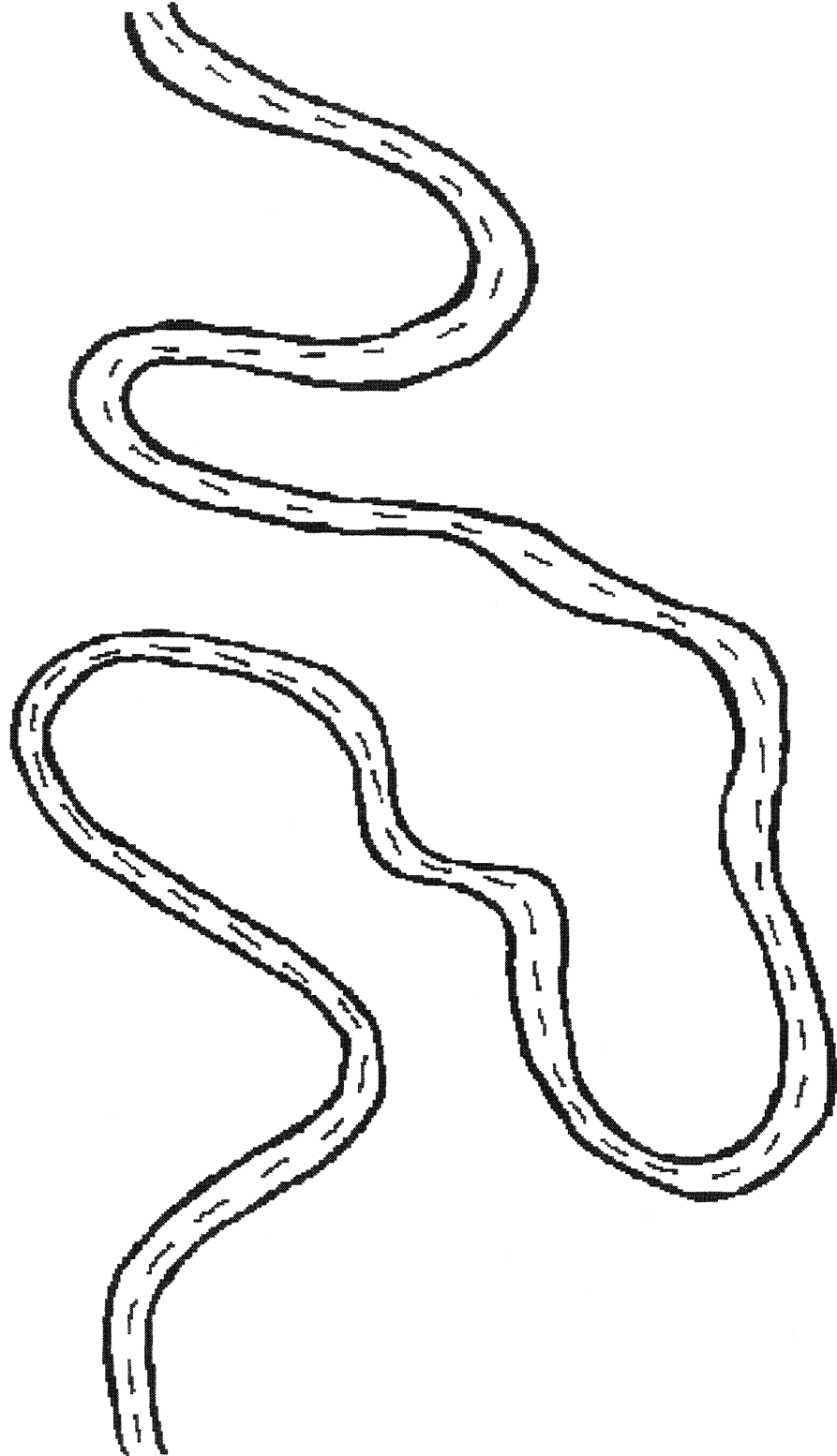
8. _____

**ARRIVING
ADULTHOOD!!**

Name _____ Period _____ Date _____

ROAD MAP OF LIFE

Directions: Use the road map below to chart major milestones in your life such as starting school, moving, musical recitals, sports events, joining a team, making or losing a friend, family events such as births, marriages, divorces, etc. These events have led your development and growth towards various tasks. If you wish to draw cars, homes, signs or other symbols that were significant, you may! Be creative! Be sure you put the age that you were when these events happened. Start at birth and continue through today.



TEACHER BACKGROUND INFORMATION CONDITIONS THAT IMPEDE OR INTERRUPT DEVELOPMENT (ROADBLOCKS TO DEVELOPMENT)

Under normal circumstances, most teens develop into responsible adults. There are certain conditions that can get in the way of their development. Just as physical growth can be interrupted or impaired by disease or lack of nutrients, developmental tasks can be interrupted or impaired by other events.

Most teens get through these developmental tasks pretty much on schedule and become mature adults. There are, however, events that may happen in the life of the teen that can delay or interrupt the developmental process. Whenever this interruption occurs as a result of any factor(s), all energies are focused on the interruption and not on the developmental task. This slows or stops normal maturation.

If a teen must cope with a traumatic event such as the death of a family member or close friend, all of his/her energies are used trying to understand and deal with that loss. The recovery may take quite a long time. In the meantime, normal developmental skills stay at or near the same pretrauma levels.

For example: A teen who becomes involved in drug use is often completely dedicated to securing and using drugs, and the tasks of preparing for a career and learning social or communication skills receive no attention. Thus, these tasks remain under developed.

Common roadblocks to development are:

- A. Crisis level traumas such as:
 - 1. Death of a parent
 - 2. Parents getting a divorce
 - 3. Death of a sibling, close family member, or friend
 - 4. Severe illness such as polio, cancer, paralysis, AIDS, etc.
- B. Living with abuse, including:
 - 1. Physical
 - 2. Emotional/verbal
 - 3. Sexual
- C. Teen pregnancy
- D. Drug and/or alcohol dependency
- E. Compulsive or obsessive behaviors
 - 1. Grades
 - 2. Excelling in sports
 - 3. Physical appearance

After the trauma that interrupts the developmental process has passed, development will resume where it left off. For example, in the death of a parent or someone close, the initial shock and grief will consume all the energy, thoughts and actions of the teen. When the initial grief begins to lessen and life begins to move forward, then the teen can return to normal activities that allow for normal development such as going back to school, seeing friends socially, etc.

Name _____ Period _____ Date _____

ROADBLOCKS TO DEVELOPMENT

1. Under normal conditions, most teens develop into _____
2. Developmental tasks can be interrupted by any one of the following events:
A. _____

Examples: 1. _____
2. _____
3. _____
4. _____

B. _____

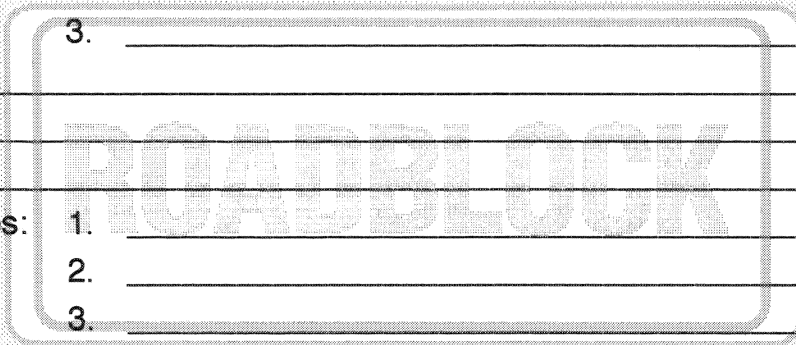
Examples: 1. _____
2. _____
3. _____

C. _____

D. _____

E. _____

Examples: 1. _____
2. _____
3. _____



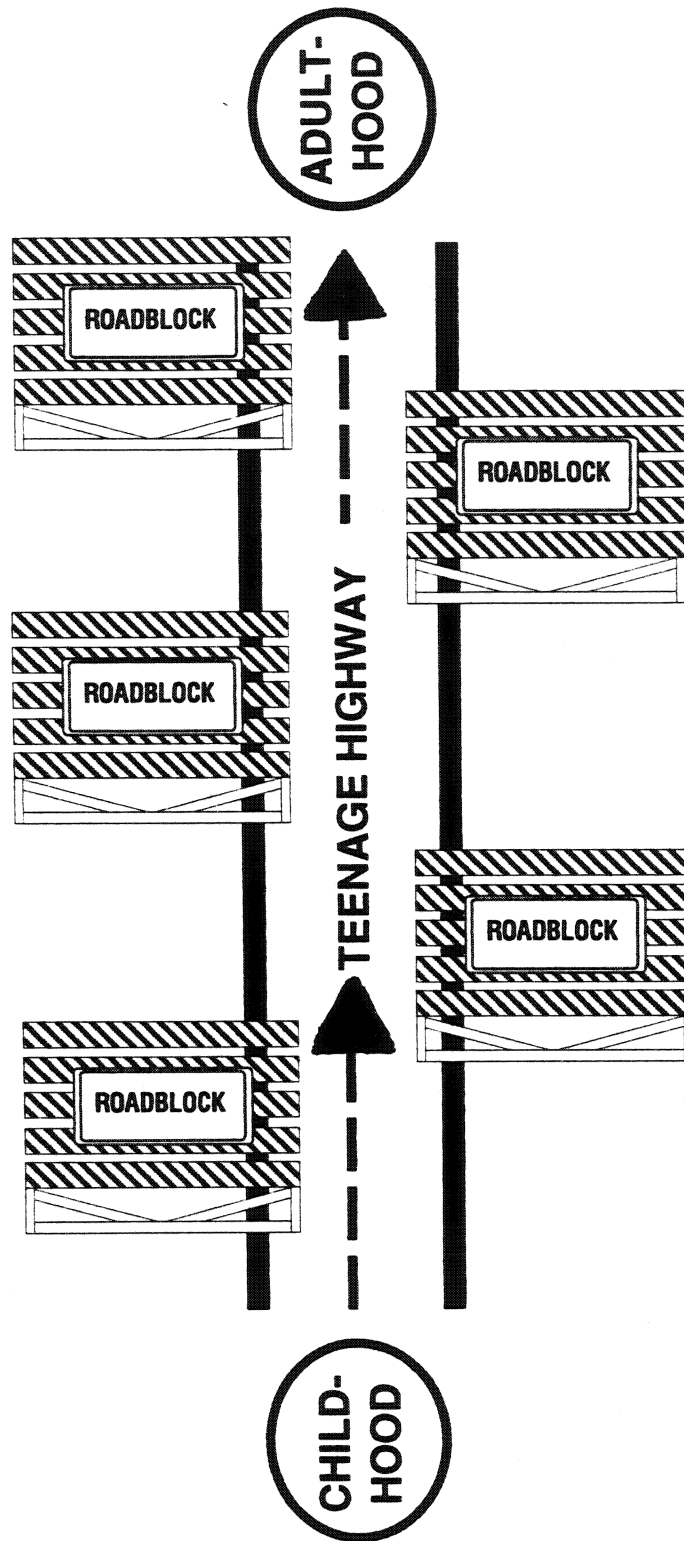
3. Normal development is interrupted when one of these events happen because:

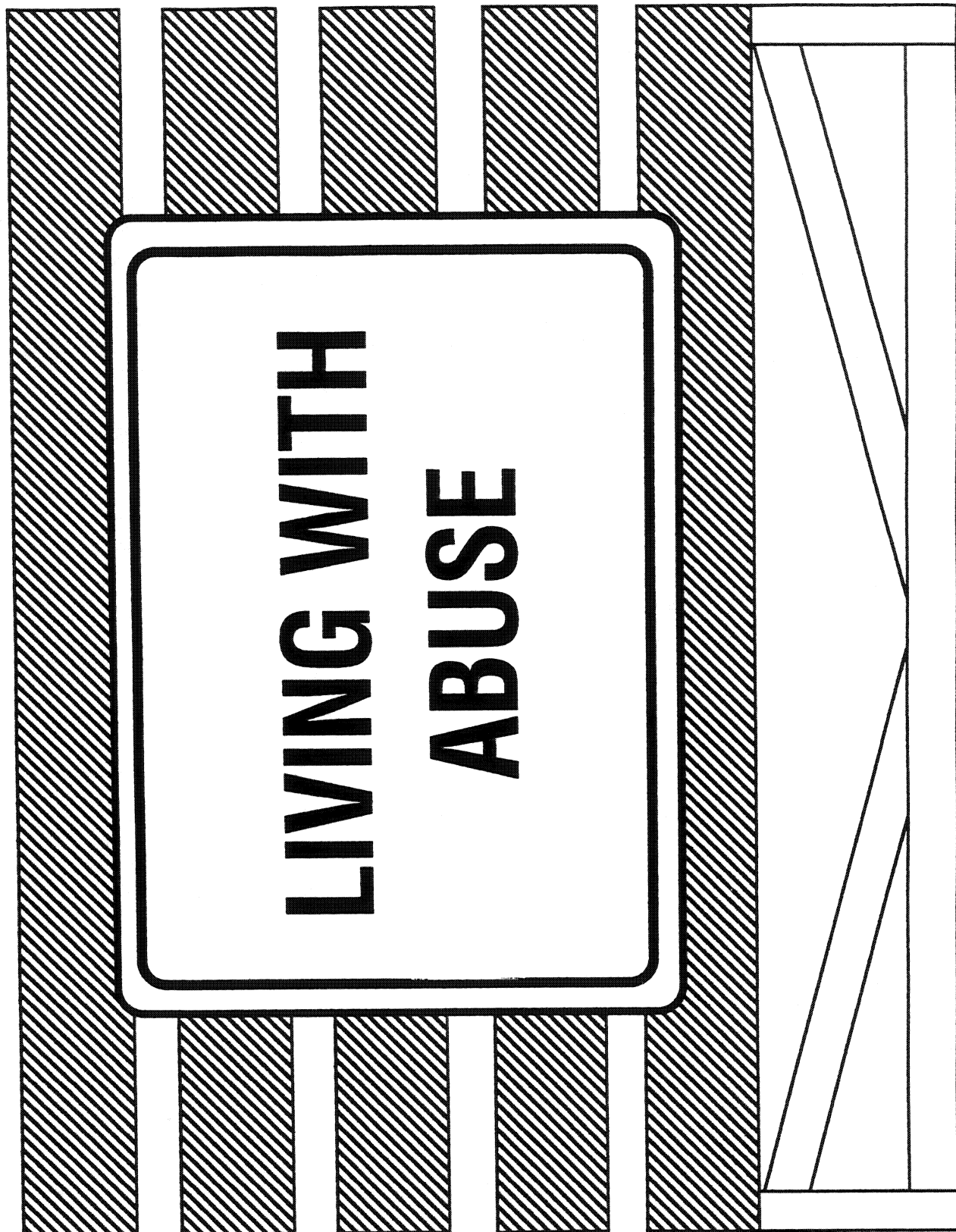
4. When will normal development will be regained?

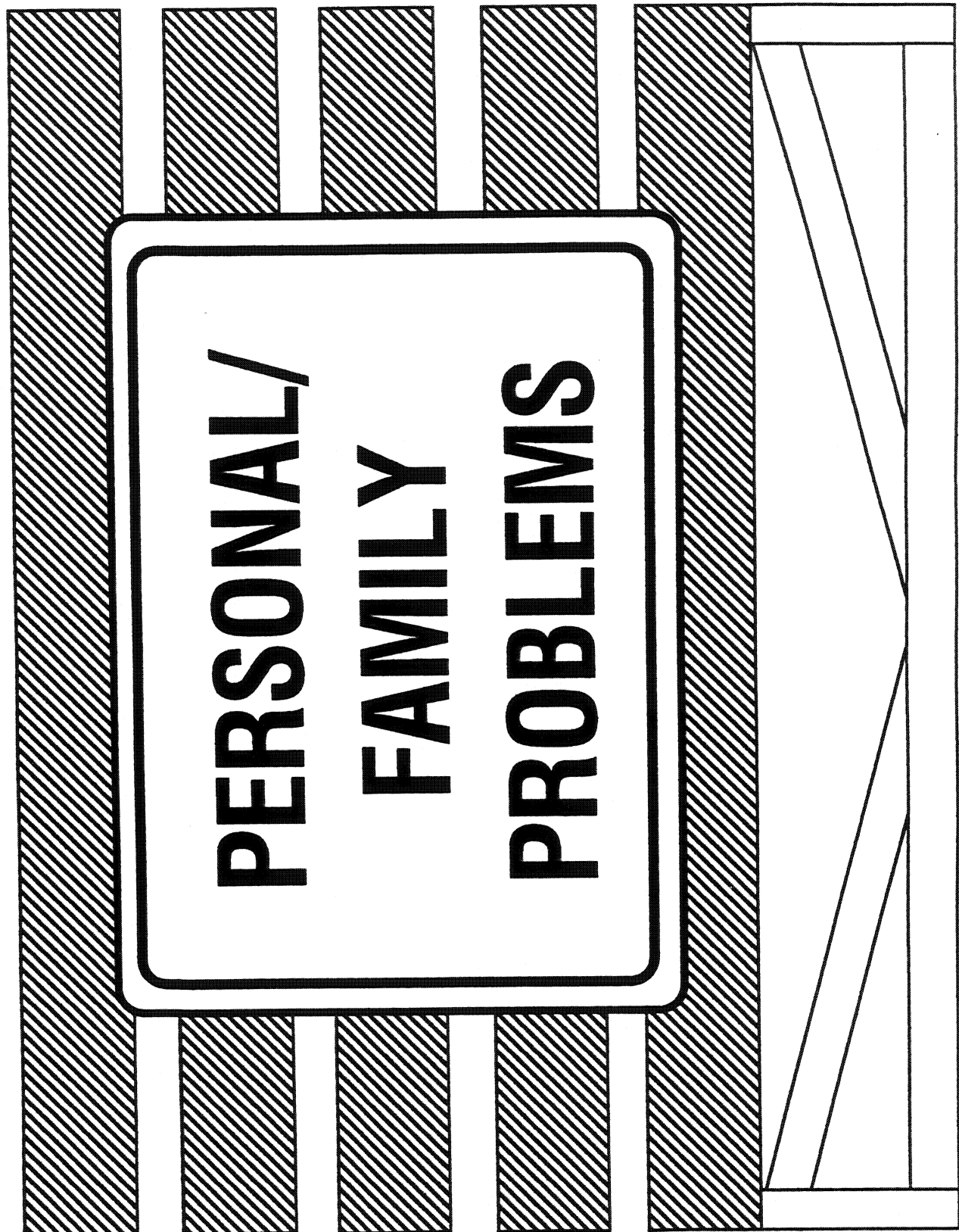
5. What are some normal activities that help a teen to accomplish developmental tasks?

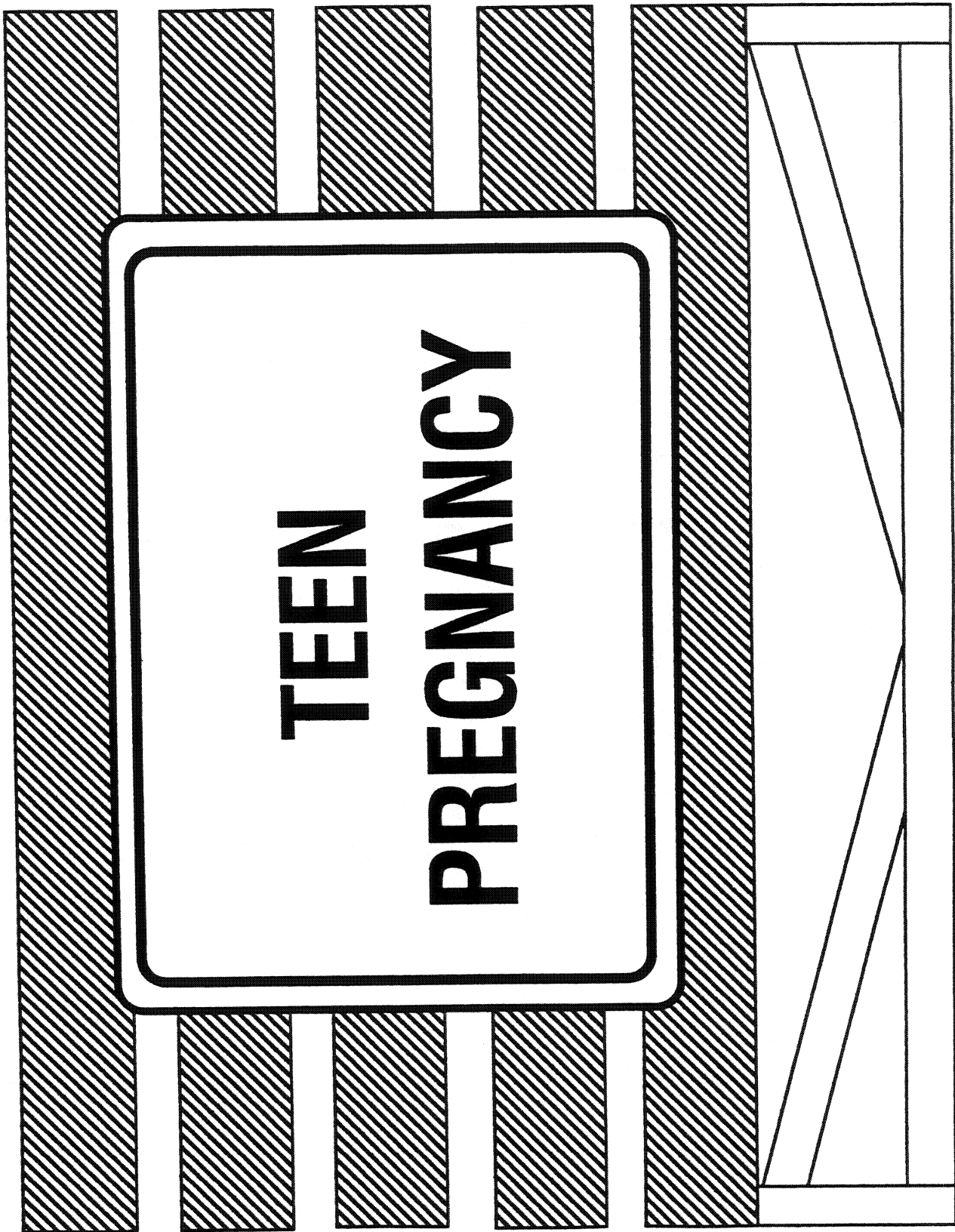
6. Write a paragraph that tells about an event in someone's life that caused an interruption to his/her normal development. This event can be from a newspaper, a personal experience, or someone you know. You may write on the back of this paper.

ROADBLOCKS TO DEVELOPMENT BULLETIN BOARD

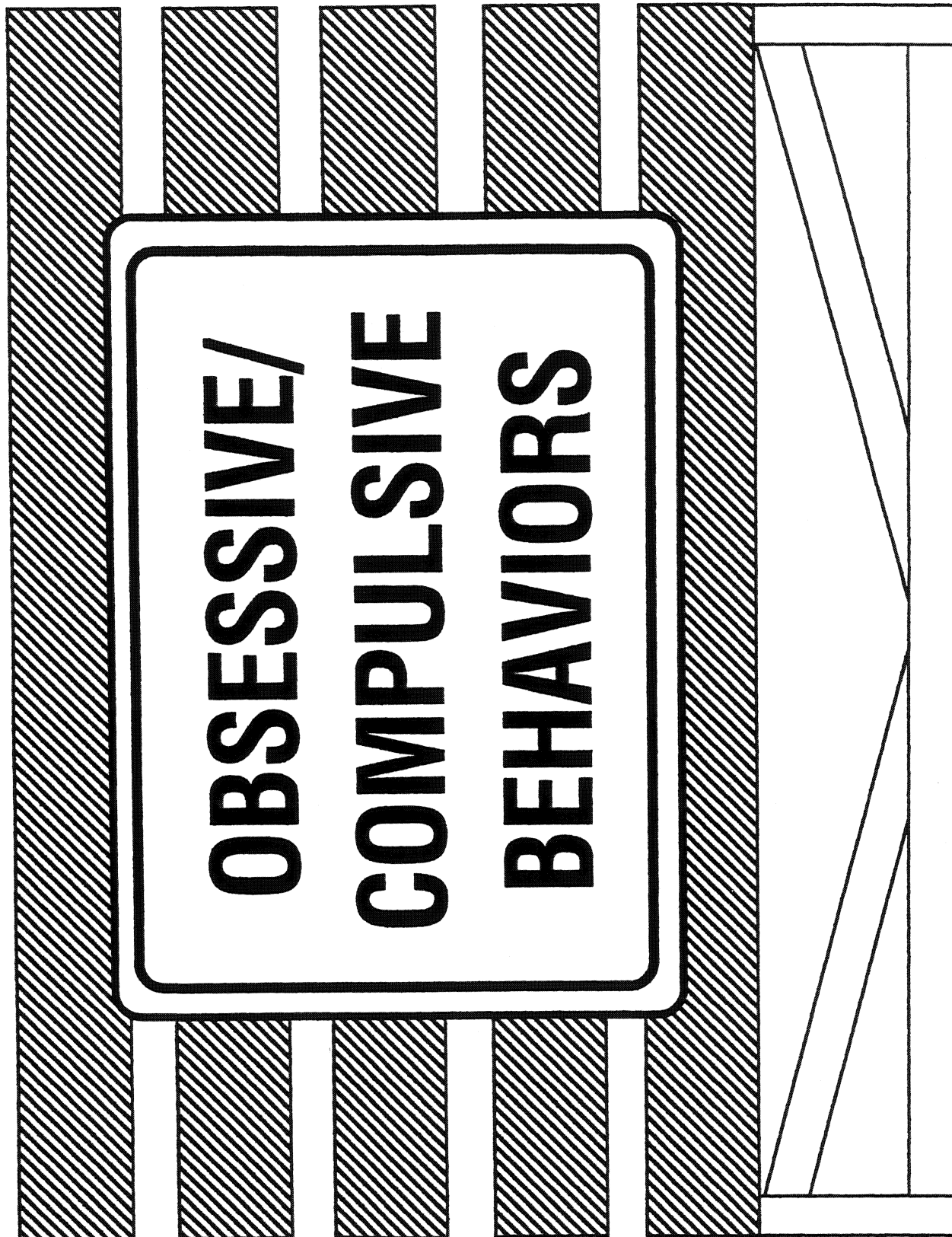












THE STONECUTTER

There was once a stonecutter who was dissatisfied with himself and with his position in life. One day, he passed a wealthy merchant's house, and through the open gateway, saw many fine possessions and important visitors. "How powerful that merchant must be!" thought the stonecutter. He became very envious and wished that he could be like the merchant. Then he would no longer have to live the life of a mere stonecutter.

To his great surprise, he suddenly became the merchant, enjoying more luxuries and power than he had ever dreamed of, envied and detested by those less wealthy than himself. But soon a high official passed by, who was carried in a sedan chair, accompanied by attendants and escorted by soldiers beating gongs. Everyone, no matter how wealthy, had to bow low before the procession. "How powerful that official is!" he thought. "I wish that I could be a high official!"

Then he became the high official, carried everywhere in his embroidered sedan chair, feared and hated by the people all around, who had to bow down before him as he passed. It was a hot summer day, and the official felt very uncomfortable in the sticky sedan chair. He looked up at the sun. It shone proudly in the sky, unaffected by his presence. "How powerful the sun is!" he thought. "I wish that I could be the sun!"

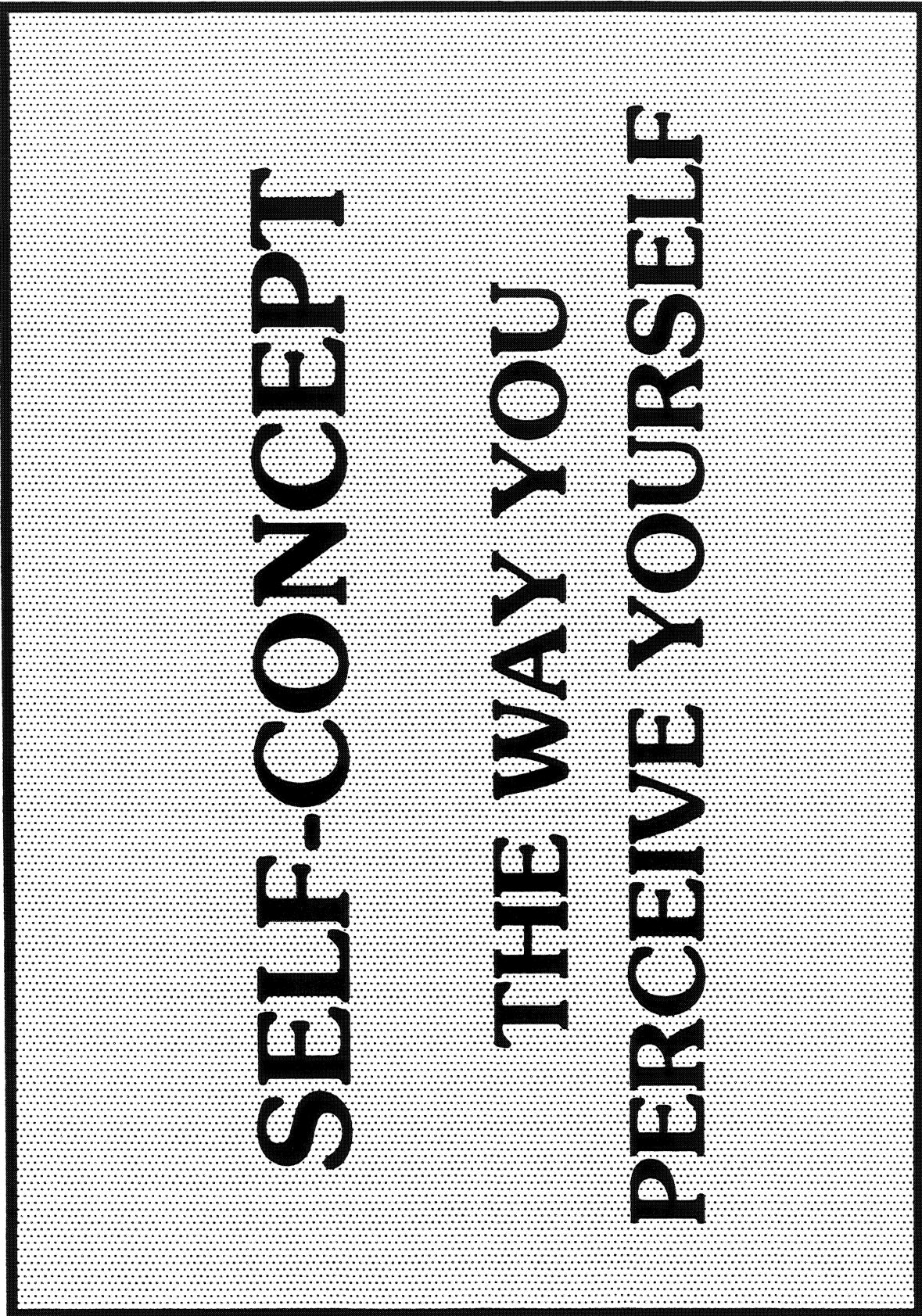
Then he became the sun, shining fiercely down on everyone, scorching the fields, cursed by the farmers and laborers. But a huge black cloud moved between him and the earth, so that his light could no longer shine on everything below. "How powerful that storm cloud is," he thought. "I wish that I could be a cloud!"

Then he became the cloud, flooding the fields and villages, shouted at by everyone. But soon he found that he was being pushed away by some great force, and realized that it was the wind. "How powerful it is!" he thought. "I wish that I could be the wind!"

Then he became the wind, blowing tiles off the roofs of houses, uprooting trees, hated and feared by all below him. But after a while, he ran up against something that would not move, no matter how forcefully he blew against it--a huge, towering stone. "How powerful that stone is!" he thought. "I wish that I could be a stone!"

Then he became the stone, more powerful than anything else on earth. But as he stood there, he heard the sound of a hammer pounding a chisel into the solid rock, and felt himself being changed. "What could be more powerful than I, the stone?" he thought. He looked down and saw far below him the figure of a stonecutter.

From The Tao of Pooh, That Sort of Bear



Name _____ Period _____ Date _____

HOW STRONG IS MY SELF-CONCEPT?

Directions: By answering the following statements truthfully, you can get a general idea of how happy you are with yourself. Next to each statement put a number that reflects your feelings.

- 4- if the statement is totally true
- 3- if it's mostly true
- 1- if it's hardly true at all
- 0- if it's not true at all

(Notice! There is no #2!)

- _____ 1. I wake up excited about each day.
- _____ 2. I'm usually in a good mood.
- _____ 3. Most people like me.
- _____ 4. When I look in the mirror I like what I see.
- _____ 5. The opposite sex finds me attractive.
- _____ 6. I'm intelligent.
- _____ 7. I enjoy school.
- _____ 8. I'm as comfortable alone as I am with other people.
- _____ 9. I feel comfortable about the number of friends I have.
- _____ 10. I have plenty of energy.
- _____ 11. I'm basically an optimistic person.
- _____ 12. I can laugh at my mistakes.
- _____ 13. If I could live my life over there isn't much I'd change.
- _____ 14. I'm happy with my social life.
- _____ 15. I have lots of interests and hobbies.
- _____ 16. I think differently about things this year than last.
- _____ 17. Other people care about me.
- _____ 18. I am one of a kind.
- _____ 19. There's not much I'd change about my appearance.
- _____ 20. I'm a kind and thoughtful person.
- _____ 21. I don't have many regrets about my life.
- _____ 22. The people I care about value my opinions.
- _____ 23. I'm not afraid to express my opinions.
- _____ 24. I set a good example for others to follow.
- _____ 25. I can talk to adults as easily as I can talk to my own age group.
- _____ 26. I can make of my life whatever I want.
- _____ 27. There aren't very many people with whom I'd trade places.
- _____ 28. I've led an interesting life.
- _____ 29. Nothing is too good for me.
- _____ 30. I like where I live.

_____ My total

TEST KEY: HOW STRONG IS MY SELF-CONCEPT?

How did you rate?

96 or above: Congratulations! If you answered the questions truthfully, you have an especially positive self-concept. However, if your score is above 110, you may be kidding yourself. It is uncommon for people to feel totally good about their personality, and you may be overlooking some personal shortcomings. If you are overestimating yourself, you may find others put off by your inflated ego.

72-96: If your score falls within this range, you are probably one of those people who really like themselves. Although you know you are not perfect, you believe in yourself enough to make it through almost any personal problem and keep going.

48-71: You have mixed feelings about yourself. You are aware of some of your strengths, but you may be paying more attention to what you see as your weaknesses. Probably your biggest problem is that you don't try as hard as you might to overcome your shortcomings. You can change if you want to!

47 or below: Maybe you are just going through a low period like we all do occasionally; but if you are always this down on yourself, your self-concept is probably no more accurate than that of a very conceited person. You might talk your feelings over with a friend, classmate, or teacher and see how they perceive you. Maybe you're selling yourself short.

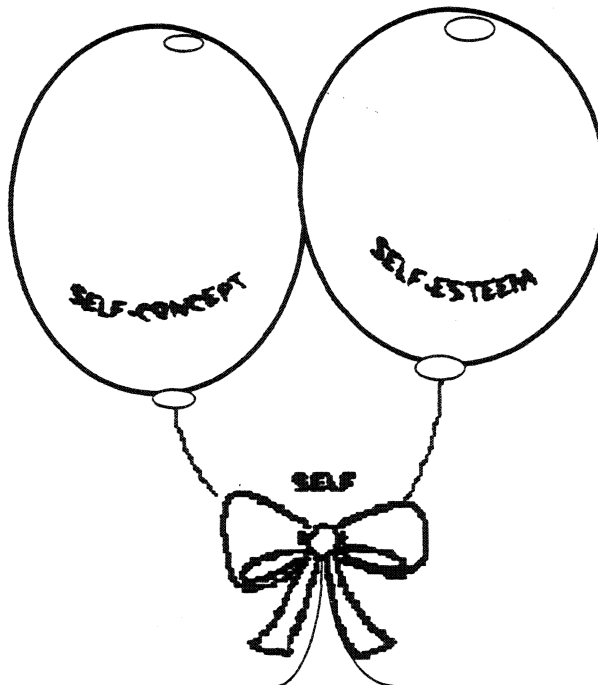
TEACHER BACKGROUND INFORMATION
SELF-CONCEPT: SELF-ESTEEM AND SELF-IMAGE

Self-concept is a combination of two major components--self-esteem and self-image. Self-esteem is the way we think or feel about ourselves, and self-image is the way we perceive ourselves physically. Both components are very important factors in forming our total self-concept.

Establish the following vocabulary terms with the students:

- Self-Concept:** The way you perceive yourself; the whole picture; changes slowly.
- Self-Esteem:** The way you think or feel about yourself; fluctuates moment to moment.
- High Self-Esteem:** Feeling positively about yourself, your actions and your future.
- Low Self-Esteem:** Feeling negatively about yourself, your actions and your future.

The teacher can use the following graphic to illustrate self-concept and its components, self-esteem and self-image. It could be enlarged and put on an overhead transparency if desired.



**SELF-ESTEEM
THE WAY YOU THINK
OR FEEL ABOUT
YOURSELF**

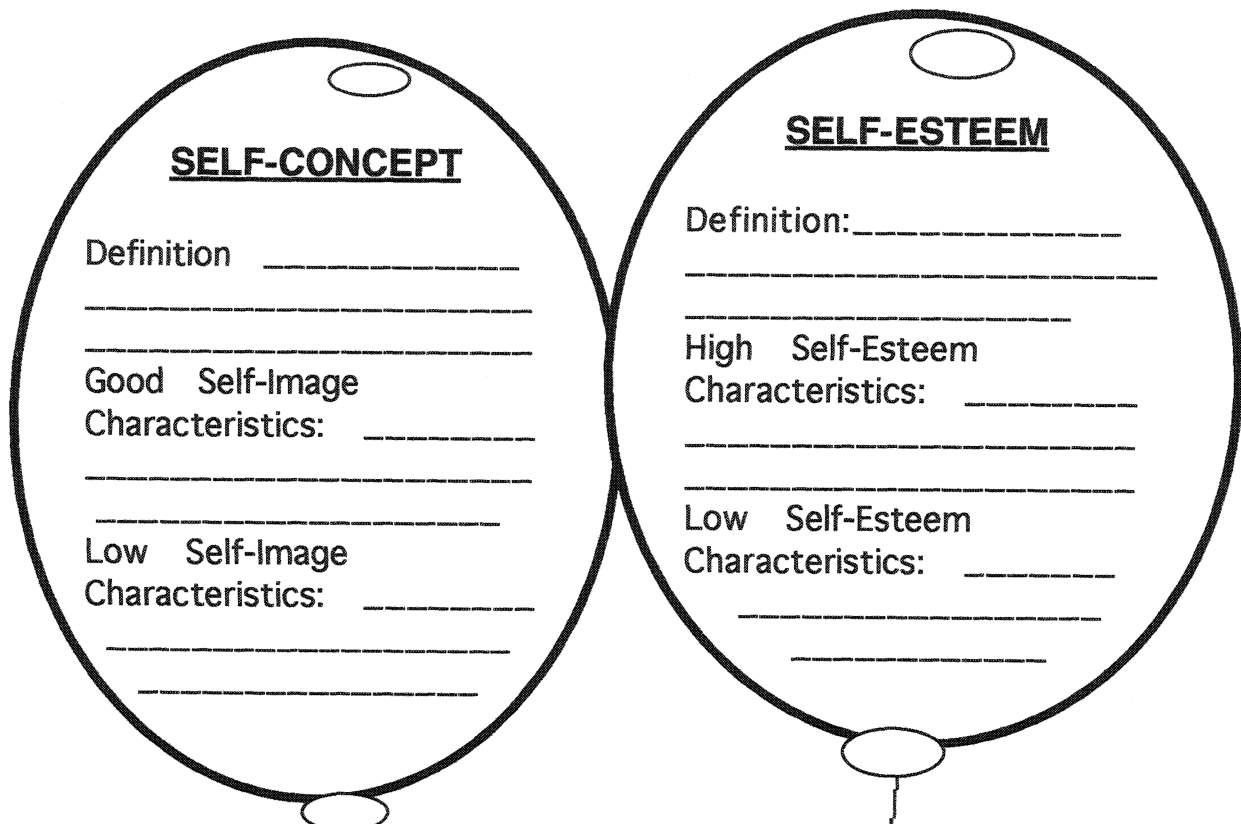
**HIGH
SELF-ESTEEM
FEELING POSITIVELY
ABOUT YOURSELF,
YOUR ACTIONS, AND
YOUR FUTURE**

**LOW
SELF-ESTEEM
FEELING NEGATIVELY
ABOUT YOURSELF,
YOUR ACTIONS, AND
YOUR FUTURE**

Name _____ Period _____ Date _____

HIGH ON SELF-CONCEPT

Directions: In each balloon below, give the definition and characteristics for self-esteem and self-concept.



Factors that lead to a good self-concept are:

Factors that lead to a poor self-concept are:

Factors that lead to high self-esteem are:

Factors that lead to low self-esteem are:

SELF

MATTIE'S SMILE

The term had already started when Mattie entered Edison Junior High. I was in the hall with Jason Tate when I first saw her. "What is it?" he said. Mattie was a big girl. Not fat, but tall and big-boned. Her clothes hung on her as if she could have turned around inside them. Her face was plain and her hair was drab. But the really startling thing was the way she was beaming at everyone with a great cheesy grin that made her look like a horse.

"Oh, Please!" Jason said. "What planet did this come from?" Mattie wasn't really a freak or anything. She might have settled down in the student body and been accepted--but she started off badly the very first day.

Have you ever seen new students in the lunchroom, looking lost, finally finding an empty table way at the back? Mattie didn't do it that way. She looked around happily, marched over to our table, and put down her tray. "Hi!" she yelled, "I'm Mattie Babcock."

Everyone stopped talking. There were five of us at the table--the same five who always sat there day after day. You see, our crowd sort of runs the school, and we always sit together at lunch at the same table--that's just the way it is. Well, Mattie just stood and grinned and finally I realized she was waiting for our names.

"I'm Heather Martin," I said. The others gave their names: Carol Deering, Ashley Allen, Laura Nelson and Melissa Wade.

"I sure do like it here," Mattie said. "This is sure a swell school."

"Really?" Carol said. "I guess it's all right."

"All right?" Mattie waved her fork at her. "It's a lot better than that, believe me. Back in my old school we didn't have anything like this. No gym, no auditorium." Mattie went on raving about our school while we listened, silently resenting her.

"I hope she's not going to hang around us," Ashley Allen said afterward. "Something tells me she'd be hard to get rid of."

And that turned out to be true. She got to be a joke. In the hall at school, Jason Tate would put in a set of those plastic false teeth. "I'm Mattie Babcock," he'd say. "Isn't this a swell place?"

Everybody howled, and I didn't even feel mean about laughing. She was so darn dumb. In classes she was smart enough. But with other kids she seemed too dumb to

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Everybody howled, and I didn't even feel mean about laughing. She was so darn dumb. In classes she was smart enough. But with other kids she seemed too dumb to know the crowd was making fun of her. Even when we put her down right to her face, she just grinned.

MATTIE'S SMILE - page 2

know the crowd was making fun of her. Even when we put her down right to her face, she just grinned.

Everyone said that Mattie Babcock didn't have any feelings, except about Rick Sanders. Mattie was too friendly and talkative with the rest of us. But when Rick was around she seemed paralyzed. She couldn't speak to him without stammering. And she'd look at him with little blinking glances, while her face got red.

Mattie wasn't the first girl to fall for Rick. Still, she was the most hopeless case. If our crowd leads the school, Rick Sanders leads our crowd. The mere thought of Mattie and Rick was the joke of the year.

Rick took all the kidding with a smile. He started talking about "my girl Mattie." And he'd go out of his way to speak to her in the hall, or wave to her on the street, while the rest of us tried to keep straight faces.

I laughed at first, but I began to feel a little ashamed when I found out that Mattie was taking the whole thing seriously. She seemed to like me. She'd follow me around whenever I didn't just brush her off. From the way she talked, I gathered she thought Rick was secretly mad about her. Maybe she wasn't dumb enough actually to believe it, but I know that was what she wanted to believe.

Anyway, it would have been all right if it hadn't been for the Christmas Dance. Jason had asked me long before, so I sat back while the others wondered how the crowd would pair off. Rick Sanders was sure to ask either Carol or Ashley, but nobody knew which one it would be.

One night, some of us were out for pizza and the talk got around to the dance. Jason winked at me across the table and said, "You know, Rick's not talking, but I hear he's taking Mattie Babcock."

"Why Jason," Rick said, pretending surprise, "how did the news get out?"

They kicked it around for a while--how Rick would send Mattie a bunch of radishes to wear on her old floursack dress and how he'd wear shin guards to protect himself from her big feet. That's how it started. By the next day, the whole school was giggling over the story. Everybody knew it was a joke--everybody except Mattie.

After classes she came up to me in front of my locker. She started off calmly enough asking about an English theme. But then she said, "Heather, you get around a lot; I mean, you know what's going on and everything."

MATTIE'S SMILE - page 3

"Oh, I have my moments," I said lightly. I felt a funny little shiver along my back.

"Well," she said, "I thought you might just happen to know who Rick Sanders is taking to the Christmas Dance?"

I didn't know what to say. She'd heard the whispering and... she believed it? Dumb, dumb, dumb, my mind kept saying. I was mad at her for being dumb, and mad at myself for not knowing how to stop it. "I don't know," I said finally. "Rick hasn't asked anybody yet."

Her face seemed to light up clear through the back of her head. "Well, I was just wondering," she said.

That week, Laura and Melissa were in charge of the big Social Events bulletin board in the main floor hall. They put up a drawing of a couple dancing. All around it were small pieces of paper. Each one had on it the names of a couple who were dates for the Christmas Dance. It was a cute idea and got a lot of attention. "A very good layout," Jason said, "but something is missing."

I remembered what he'd said the next morning when I looked at the board. A new piece of paper had been added. It was scribbled--and clearly a joke. It bore the names of Rick Sanders and Mattie Babcock.

Now that I look back, I don't know why I didn't reach up and take it down. I thought of it. But Jason was there waiting for me to laugh. I remember thinking I'd come back later when no one was around. But later turned out to be too late because when I looked up, Mattie was standing there.

I think even Mattie ought to have known it was a joke. I don't think even she could have believed it. But just then, when the silence was so thick you could almost see it, Rick Sanders came down the hall.

It would have been better if he'd gotten mad, but Rick prides himself on being a good sport. He handled this smoothly--the way he handles everything. When he saw the board his look never changed. He turned to Mattie, smiled and winked, "Well, Mattie," he said, "It looks like we're a couple."

It was a smooth way to pass it off. Mattie should have known that it was just a way of talking, but Mattie didn't understand about joking. I watched her smiling and blushing and a sick feeling twisted in my stomach. The story bubbled through the school all day.

MATTIE'S SMILE - page 4

"She actually believes it," Ashley screamed. "Can you imagine? She's walking around on pink clouds."

Mattie waited for me outside my first class. "I need your advice, Heather," she said, "about the Christmas Dance." I could feel myself getting cold all over. She grabbed my arm. "You see," she said, "I don't have an evening dress. Back in my old school we didn't have formal parties, so I didn't need one." I couldn't say anything. "But now," she said. "well now..."

She laughed happily. I couldn't even look at her. "Anyway," she went on, "I've been thinking about it for quite a while now and I talked to my mother. She has this purple velvet evening dress; it's old and it's not in style or anything. But the material's good and she thought she could make it over for me. Heather, do you think that would be alright for me to wear?"

All of a sudden I got a picture of Mattie and her mother getting the old dress out of a trunk. I could see them holding it up, shaking out the wrinkles, buying a dress pattern, talking about it, planning...

Right that minute, I wanted to explain everything to her. I wanted to explain it all carefully and kindly so she'd get it through her head and understand it so well that nobody'd ever be able to do anything like this to her again.

But Laura and Ashley were waiting for me down the hall. "Come on, Heather, we're waiting."

My mind seemed to spin, I could only say, "I don't know. Maybe purple velvet is a little outdated."

"Come on, Heather!" Laura called.

I started away, but Mattie held my arm. "Maybe you could come over to my house and look at it. Will you Heather?" I backed away, but Mattie held my arm.

"Sure," I said, "only not today. I can't today, but maybe tomorrow."

"Swell, " she called after me, "tomorrow will be swell."

As I joined Laura and Ashley, Ashley said, "The suspense is over! Rick Sanders finally asked Carol to the Christmas Dance." So the next day there was a new piece of

MATTIE'S SMILE - page 5

paper on the bulletin board with the names of Rick Sanders and Carol Deering. I stayed away from the board all morning--I didn't want to be there when Mattie saw it. I wasn't. Ashley told me about it.

"Nothing happened," she said, sounding let down. "She just turned around and walked away." I don't know what she thought would happen. Maybe a big scene, with tears. Maybe I thought Mattie would quit school, or run away, or something dramatic. She didn't do anything. She just kept on going to classes, but she wasn't the same. She didn't smile anymore. Her head hung a little, like she didn't want anyone to see into her eyes.

I kept feeling there was something I ought to do. Like that feeling you get when you leave the house and you keep thinking, "I've forgotten something; I've got to go back."

It was two days later before I dared speak to her. I'd stayed late to work on chemistry and when I got down to the locker room it was empty, except for her. "Mattie?" I said, as if I didn't know who she was. She didn't turn around or answer me. She kept on taking things out of her locker.

"What are you doing?" I said stupidly. I didn't know what else to say.

"Straightening out my locker," she said, throwing the words at me without turning.

"Oh," I stood there, wishing I knew some magic word that would make everything right, not knowing any words at all. "Mattie, I...I...I'm sorry."

She looked at me then. The way she looked at me was terrible. As if she didn't even want to touch me with her eyes. "You could have told me," she said in an awful voice. "Why didn't you just tell me?"

We looked at each other, and I knew it was no use trying to explain or make excuses. I couldn't say, "It wasn't my fault, Mattie. I was just going along with the crowd." So I didn't say anything. After a while I left.

I still hang out with the crowd and I still go out with Jason, though I'll never like him as much as I used to. Our crowd still runs everything at school, and things are almost the same as ever. Sometimes I see Mattie coming down the hall--minding her own business and never smiling.

- Source Unknown

Name _____ Period _____ Date _____

MATTIE'S SMILE

1. How would you describe Mattie's self-concept at the beginning of the story?

2. What are three (3) physical characteristics that support your answers?

3. How would you describe Heather's self-concept at the beginning of the story?

4. How had Mattie's self-concept changed by the end of the story?

5. What physical characteristics support your answer?

6. What four (4) experiences in the story changed Mattie's self-concept?

7. How did Heather feel about herself at the end of the story?

8. What were three (3) reasons for the change?

9. What changes would you make to this story that would change the ending and not destroy anyone's self-concept?

10. Share an event that you are aware of when a person's self concept or self-esteem was damaged by an event or several events that took place at school.

THE PICTURE OF DORIAN GRAY

By Oscar Wilde

Condensed by Chris Moore

Dorian Gray was the child of English nobility. His parents died when he was young, leaving him a fortune to provide him with a life of luxury for the rest of his life. He was an extremely handsome man and had a personality that everyone enjoyed.

He met a portrait painter by the name of Basil Hallward. Basil loved to look at beautiful things and upon looking at Dorian Gray, he knew that he had to capture his looks on canvas. He became so absorbed in this painting that his very soul seemed to paint not only the masterpiece of his life, but it paid homage to Dorian Gray. Dorian was also caught up in this tribute and felt that he was more important than any man. Gray felt that he was one of life's masterpieces and he became caught up with the feeling of his own importance.

(Overhead No. 1: I-A-74)

The painter gave Dorian the portrait as a gift. Gray hung it in his home where he could worship it. He was overcome by the thought that he would grow old, but the painting would remain the same. "Oh, if it could only be the other way! If only I could remain young and the picture grow old. I would give anything and everything that I have if the picture could change, and let me remain as I am now. For that I would give my soul!"

Dorian had fallen in love with a girl by the name of Sybil Vane. She was an actress who worshipped Dorian. One night Dorian took two friends to the theater to show them what a great actress Sybil was. She was so nervous because she wanted to impress him that she did horribly. After the play Dorian went to the dressing room and told her she was so bad that he never wanted to see her again! She was so hurt and broken hearted that she could no longer live and ended her life by drinking poison.

(Overhead No. 2: I-A-75)

Upon arriving home, Dorian went to sit and admire his portrait for awhile. To his astonishment, the portrait was different. There was a different look on the face. He noticed a touch of cruelty in the mouth which he never noticed before. It was as if he was looking at himself in a mirror. The picture seemed to be filled with brutality. He turned on the light to get a better view. The picture had changed. The prayer that he had uttered on the night he received the portrait came flashing through his mind. It was crazy to even think of, but there was the picture before him. There was no room for doubt!

The portrait had received the news of Sybil's death before he did. From now on, he would be conscious of all the events of his life as they occurred. His own soul was looking at him from the canvas, revealing all of his weaknesses and sins. The portrait was calling him to judgment. Instead of facing the portrait, he took it to an attic room and

THE PICTURE OF DORIAN GRAY - Page 2

locked it where no one could see it. He had his youth and good looks. Why should he watch this hideous corruption of his soul?

Sometimes after he committed some of his worst sins, he would creep upstairs and look at the painting. The portrait looked evil and aged. He would laugh back at the portrait. **(Overhead No. 3: I-A-76)**

One day Basil Hallward approached Dorian relating the rumors about him. Basil told him that everyone who had come into contact with him was either humiliated or had something terrible happen to them. Dorian asked the artist for his opinion about the rumors. Basil replied that he would have to see his soul and he could not do that.

Dorian told Basil that he would show the artist his soul. He took him to the attic room and showed him the portrait. Horror arose from the artist's face as he saw in the dim light the hideous face grinning from the canvas before him. The idea was monstrous; however, he knew it was the picture he painted long years before. The eyes in the portrait were the eyes of the devil. It seemed that from its inside came foulness and horror. Through some quickening of inner life, the leprosy of sin was slowly eating away his soul. The rotting of a corpse in a watery grave would not be more dreadful.

Dorian Gray had a feeling of uncontrollable hate. He loathed the man who had painted the portrait. Dorian rushed upon Hallward and killed him with a knife.

(Overhead No. 4: I-A-77)

When he looked up at the picture, there was a loathsome red hue that now gleamed wet and glistening on the hands in the portrait. Dorian decided that he would destroy the portrait. He had killed the painter, so he would kill the painter's work and all that it represented. He would kill the past and move on to a future that would be free. He took a knife and started stabbing the painting. There was a crash, a thud, a cry. The cry was so awful that it woke the servants from their sleep. They knocked upon the door of the room from which they had heard the cry. There was no reply. They called out, but everything was still.

When they entered the room, they found the splendid portrait of their master, **(Overhead No. 1: I-A-74)** as they had last seen him in all the wonder of his youth and handsomeness. Lying on the floor before the portrait, dressed in their master's evening clothes, they found a withered, wrinkled old man of loathsome visage. It was not until they had examined his rings and other effects that they learned who he was. When Dorian Gray thrust the knife into the painting he had killed himself, and in his death, the great burden of his sins had been transferred back from the portrait to his own soul.

Name _____ Period _____ Date _____

THE PICTURE OF DORIAN GRAY

1. Why do you think Dorian Gray wanted to remain young?

2. What did his picture represent?

3. Are there some things in your life that you would want expressed on canvas? What would they be?

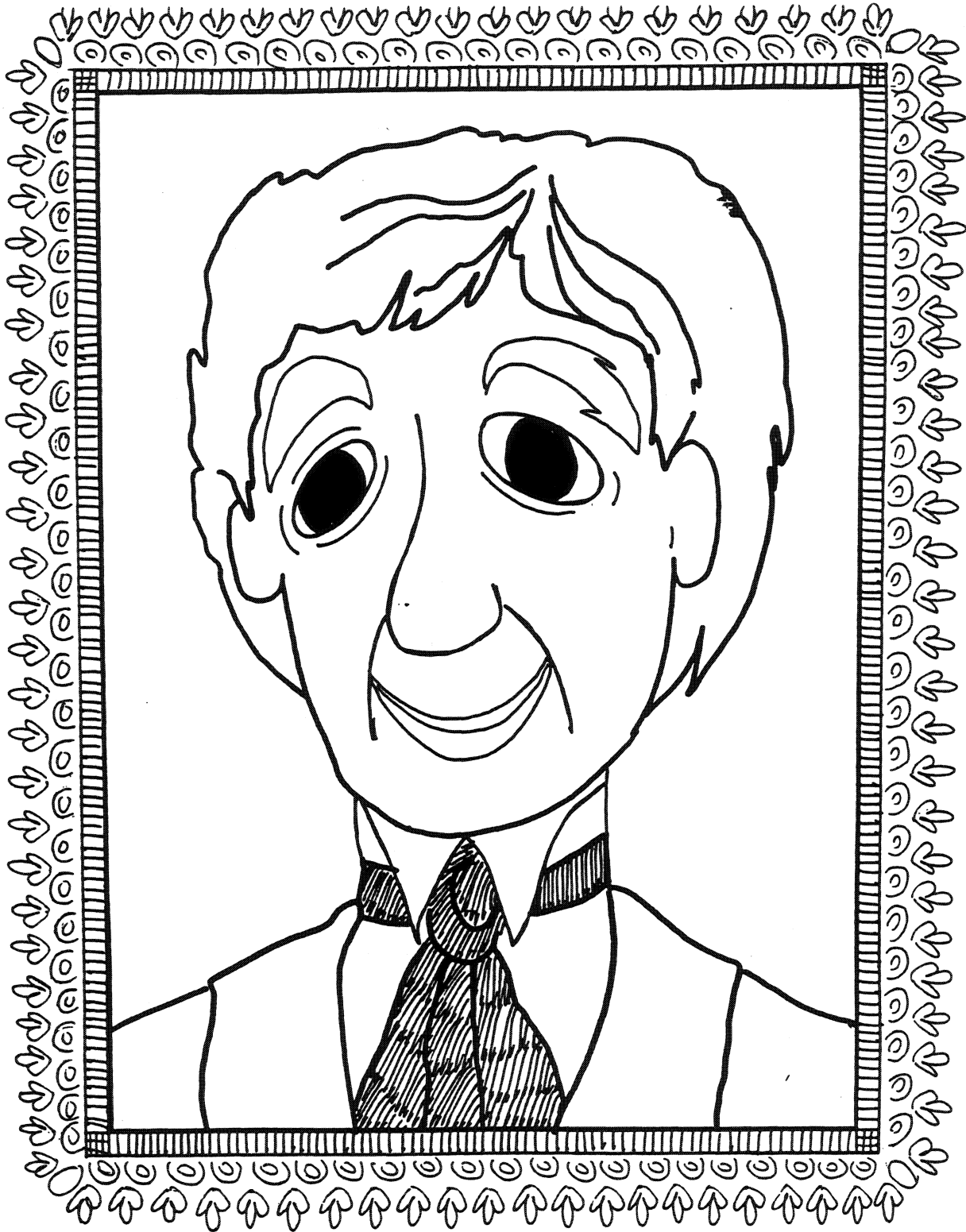
4. Without becoming too personal, what areas would you not want revealed?

5. How could you change things in your life that you did not like?

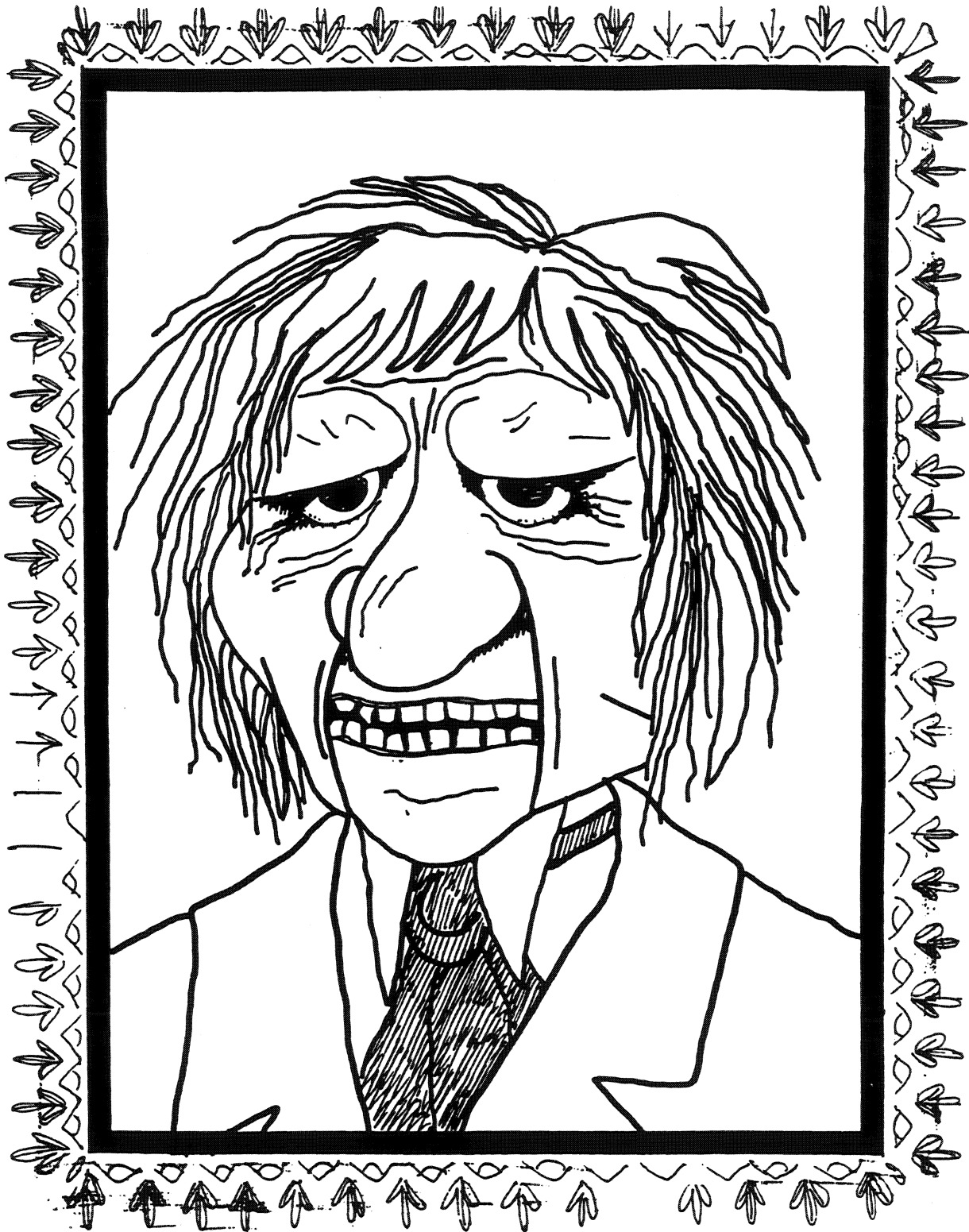
6. Can you feel good about yourself on the outside if you don't feel good about yourself on the inside? Why? or Why not?

7. Do you think that Dorian felt good about himself? Why? or Why not?

8. What do you think the moral of the Dorian Gray story would be?









NEEDLE THROUGH BALLOON

Supplies needed: A large clear balloon
A 12" long needle (Large needles are available in magic shops or you can use a 6" doll needle used for look-alike Cabbage Patch dolls and a water balloon)
Lubricant (shortening, cooking oil, petroleum jelly)

Note: The needle should be covered with lubricant before the activity begins.

Discuss with the class the impact our interactions have on our self-esteem. Identify some positive interactions that might take place during a day. With each interaction add a little more air in the balloon.

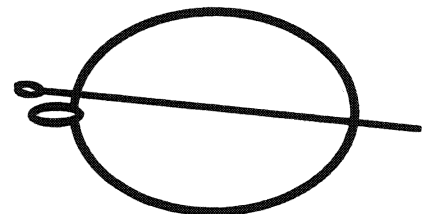
Examples: Mother gives a compliment on how helpful they've been
Test returned with a good grade
A friendly greeting from a good friend
Homework is ready to turn in on time
Etc.

The balloon should be about half full (approximately 10" in diameter) when finished.

Identify some negative interactions that might take place and gradually begin pushing the needle through the balloon. (Insert the needle close to the top of the balloon where it is thicker and exit through the bottom near the opening of the balloon.)

Examples: Get mud on clothes on the way to school
Friend says your hair looks funny today
You lost a library book
You forgot your lunch money
Your boyfriend/girlfriend is making false statements about you
Etc.

Conclude by pushing the needle all the way through and out of the balloon (the balloon shouldn't burst). Note that when our self-concept is high enough like the inflated balloon, the negative things or everyday problems will not destroy us. When we are lacking the positive strength we need, we will be destroyed like this... (At this point, quickly stab the needle into the side of the balloon and pop it.)



TEACHER BACKGROUND INFORMATION SELF-ESTEEM ROLLER COASTER

UPS

Peer relationships that can move you up or down:

Gaining new friends
Receiving compliments
Being accepted
Enjoying time together
Understanding your feelings
Helping maintain your values

DOWNS

Peer Relationships

Fighting with friends
Feeling betrayed by friends
Hearing rude comments
Being left out
Negative peer pressure
Losing a friend

Family Situations

Family situations that can cause, add to, or detract from self-esteem:

Praise for work done	High level of fighting or arguing at home
Positive communication	Separation, talk of divorce
Trusting actions	Divorce of parents
Receiving/giving help with problems	Changes in parents' occupation; layoffs
Promotions with added responsibilities	Starting personal business
Support when needed	Parent(s) have negative experience at work
Encouragement	Moving to a new location
Listening	Adding a family member

Personal Accomplishments

Personal accomplishments that can add to or detract from self-esteem:

Achieving goals	Procrastinating
Raising grades	Falling grades
Doing your best on a project	Giving minimum effort on a project
Learning new skills	Watching TV all the time and being bored

Acting Against Personal Values or Beliefs

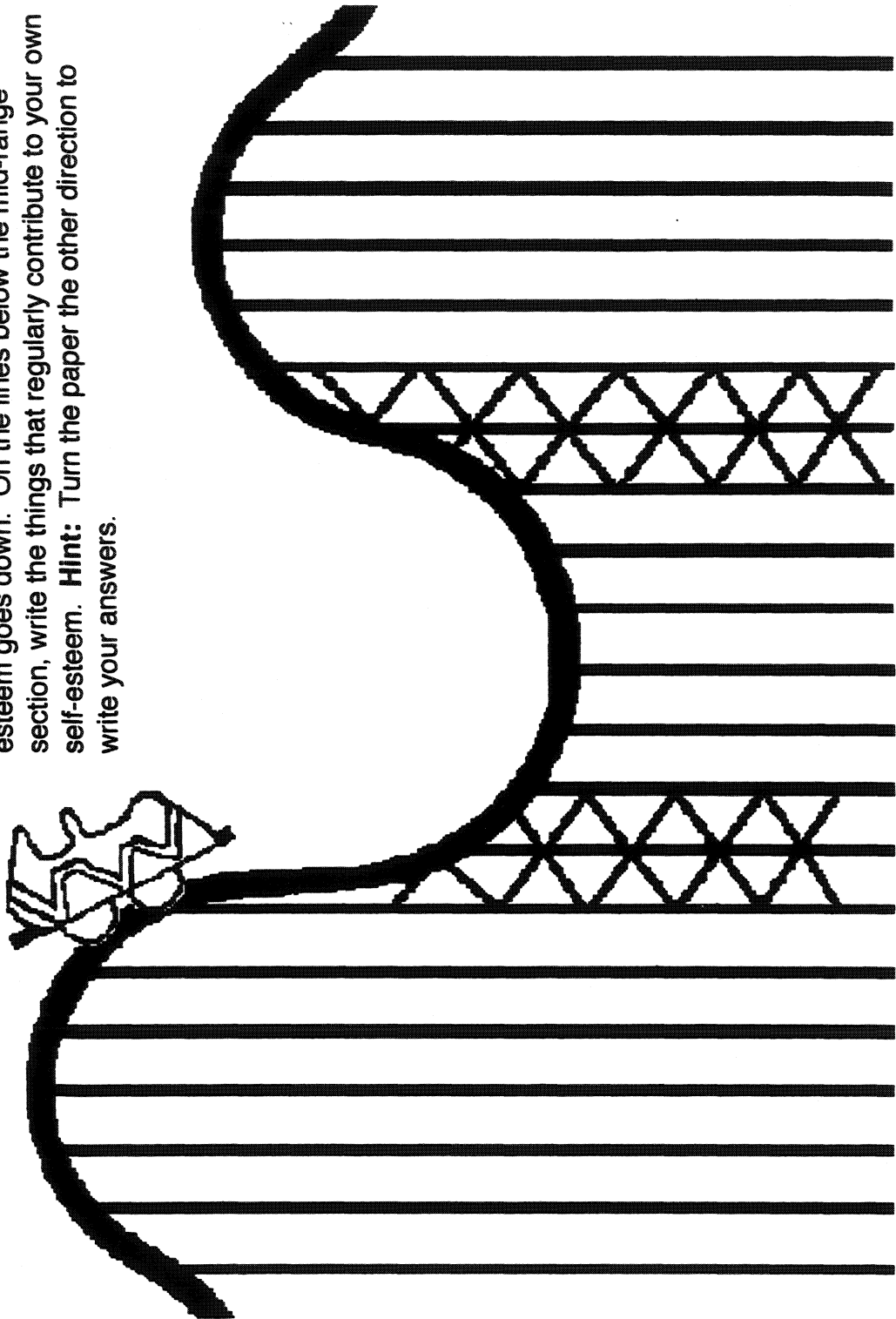
When you act against your personal values, you naturally have feelings of guilt and your self-esteem drops. Moving back within your personal value system will raise your self-esteem. Some actions that foster or lower self-esteem are:

Making up with a friend after a fight	Lying to a friend or parent
Working hard for a good grade	Giving in to peer pressure to smoke, use drugs, have sex, etc.
Moving towards your value system	Cheating
Setting and accomplishing goals, no matter how small	Stealing
Caring about other people	Spreading rumors about a friend, etc.
Giving yourself credit for your positive qualities	Wasting time

Name _____ Period _____ Date _____

MY SELF-ESTEEM ROLLER COASTER

Directions: There are many reasons why one's self-esteem goes up and down. On the lines below the high part of the roller coaster, write the reasons your self-esteem goes up; then on the lines below the low part, write the reasons your self-esteem goes down. On the lines below the mid-range section, write the things that regularly contribute to your own self-esteem. **Hint:** Turn the paper the other direction to write your answers.



Name _____ Period _____ Date _____

SELF-ESTEEM CERTIFICATE ASSIGNMENT

1. Give the certificate to a member of your family or someone in your neighborhood.
2. You do not need to explain that this is an assignment, only that you need them to fill out the lines with information on a job they would like done.
3. Complete the job for them. (It must take you more than 15 minutes to complete.)
4. Have the person sign the certificate and return it to you.
5. You answer the following questions and return this paper to class on _____.
 - a. Whom did you choose to help? _____
 - b. Why did you choose that person? _____
 - c. What was their first reaction when you asked to help them? _____
 - d. What job did you do for them? _____
 - e. How long did it take? _____
 - f. How did you feel about yourself after the job was completed? _____
 - g. How did your self-esteem change? _____
 - h. If you did not realize a change, why do you think you didn't?
(Do not answer if this question does not apply to you.)

SELF-ESTEEM CERTIFICATE

CERTIFICATE OF IMPORTANCE

Presented to: _____

Because you are important to me,
I want to do something today to help you.
What would you like me to do?

Signature

Date

THE BLOCK OF MARBLE

as told by Leigh Ann McCann

A block of white marble measuring about 3 feet wide and 17 feet high stood on the cold ground of a workshop in the renaissance city of Florence, Italy. The workshop was for those gifted in carving stone into beautifully sculpted figures. Florence was the place to be for sculptors, both young and old; aspiring students and old masters all flocked to this workplace.

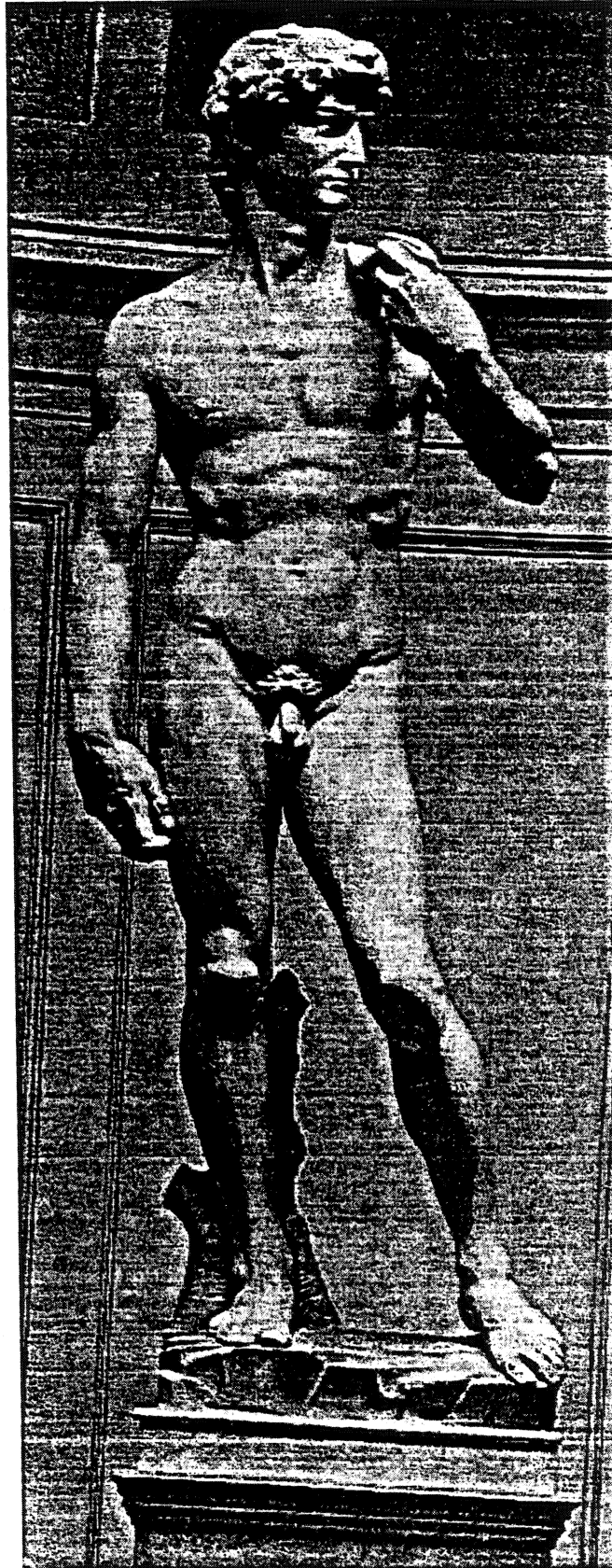
This particular block of marble had been carefully transported across the Italian countryside from the famous Carrara (Kuh-rare-uh) quarry. An ambitious young sculptor had eagerly begun working on this piece when his metal chisel slipped, causing a deep, ugly gouge in the marble. His teacher, seeing the mistake, advised him to leave that piece of marble and choose another, unblemished piece to work on. The large block of beautiful marble was now considered worthless and cast to the outer edges of the workshop.

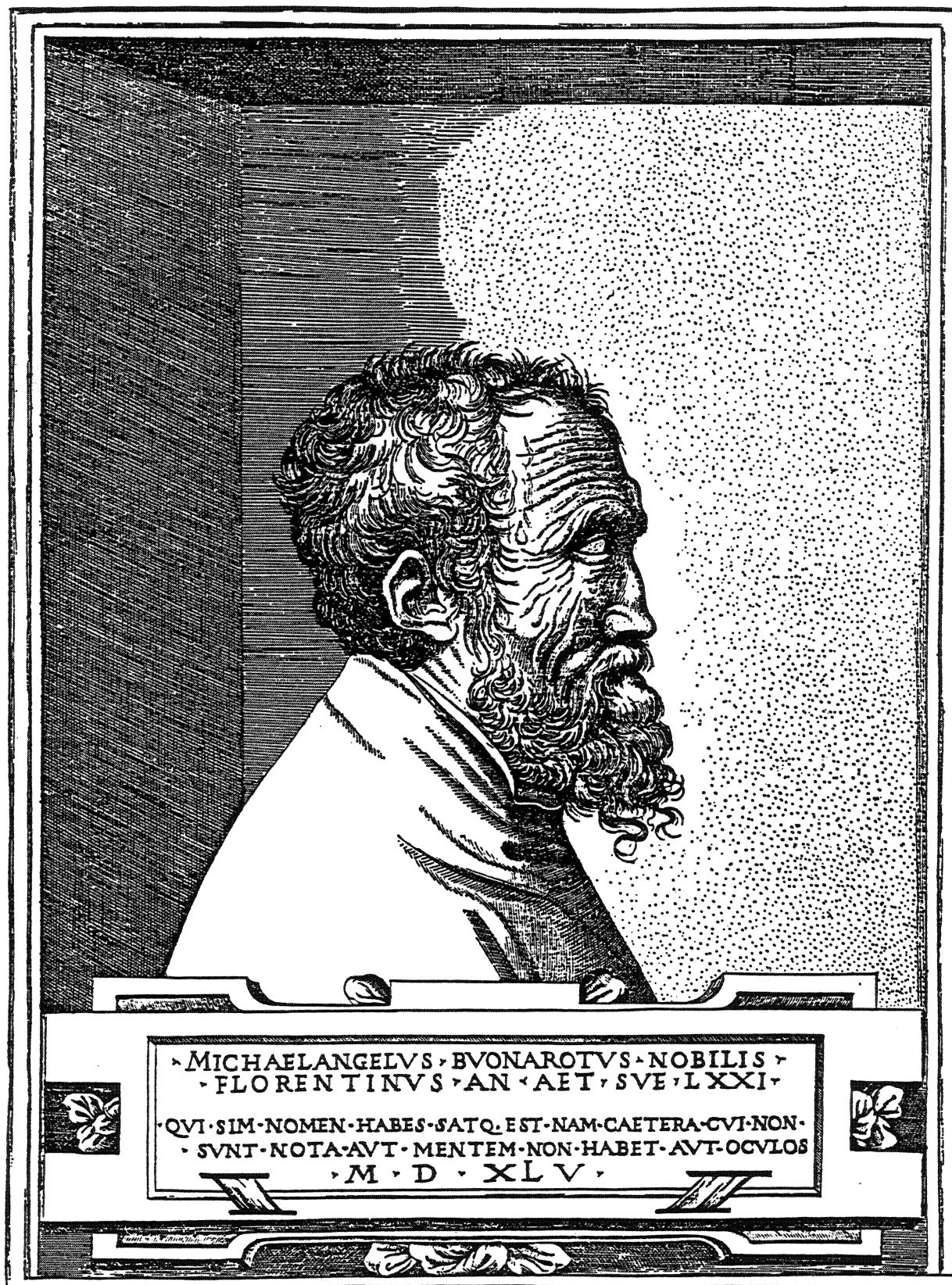
Several years later, another young sculptor came to this workshop. This remarkable young man had just been awarded a great honor by the government of Florence--he had been selected to sculpt a statue for the city square to be seen by all who entered the city. For this project, only the perfect marble piece would be good enough. The young man saw the towering white block of marble and asked the shopkeeper if he might use it for his statue. The shopkeeper laughed out loud and explained that the marble piece had been ruined; it was marred and certainly not suitable for anything as fine as the young sculptor intended to carve.

But the sculptor looked at the stone, surveyed all the sides and thought for several minutes. "This is the one I will use," said the young man. "It has great potential; you are only looking at the imperfection of this beautiful marble. I can see the statue that lays within." The shopkeeper laughed again at his choice of this useless piece of marble and called him a dreamer.

The young sculptor's name was Michelangelo, the greatest of the renaissance artists. He began work on the marred block of stone, and for two-and-a-half years he carved with a crude hammer and chisel. Many times he worked through the night with a candle attached to a hat as his only light. His finished work was named "David" (named for the biblical David who slew Goliath).

This magnificent sculpture stands 17 feet high and at first glance will take your breath away with its beauty. David stands with his weight on one foot and that slightly turns the torso so the gouge did not make a difference. Every year millions of people flock to Florence, Italy to enjoy Michelangelo's 500-year-old masterpiece. Fortunately, he looked past the obvious blemishes and saw the great potential of a block of marble.



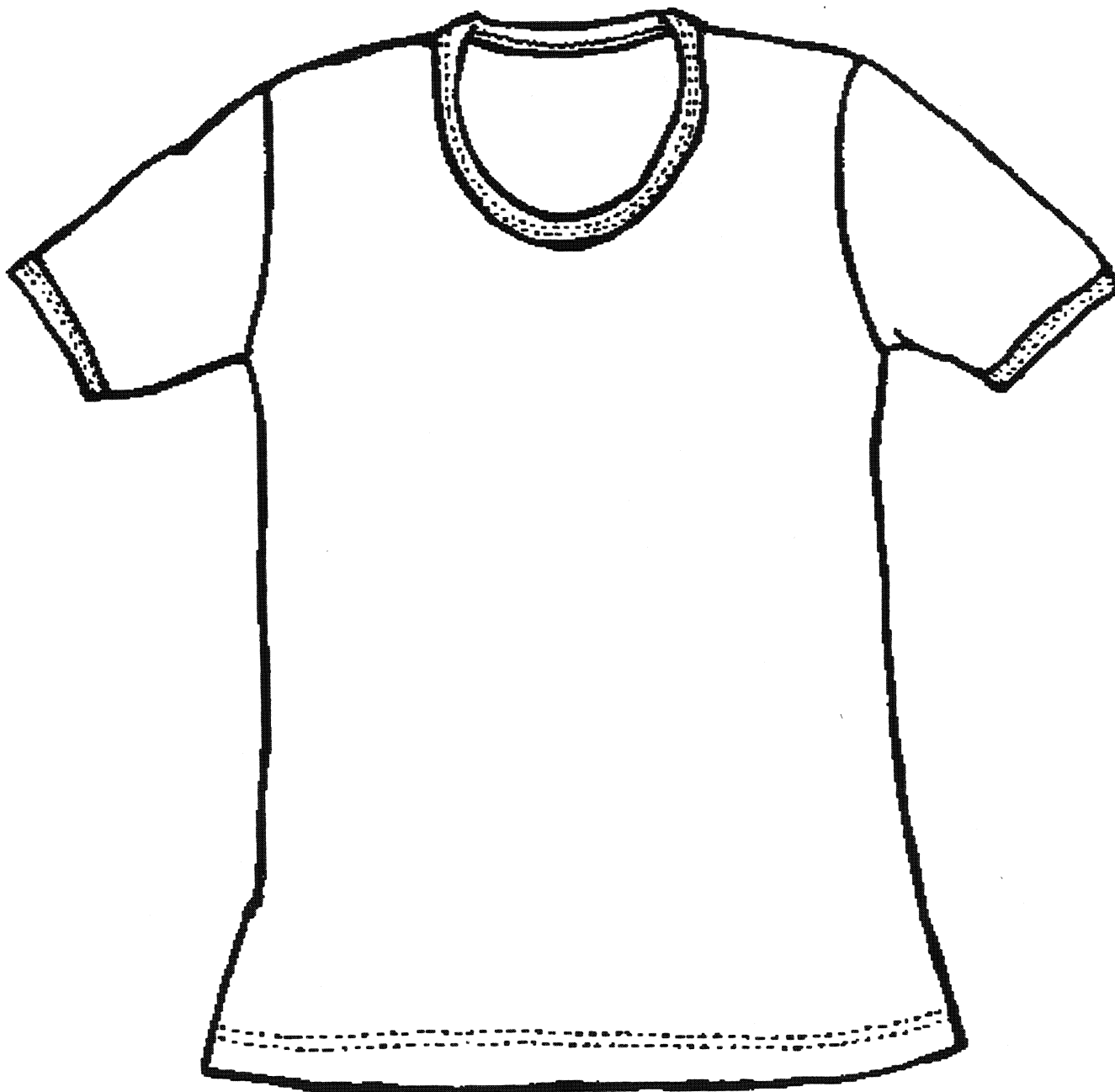


Engraving, attributed to Giulio Bonarone, 1545.

Name _____ Period _____ Date _____

T-SHIRT PATTERN

DIRECTIONS: Pretend you are a famous artist or philosopher and have been asked to design a special T-shirt which will be sold in stores all over the United States. The shirt should express how you feel about life and want others to feel. What would your shirt say and/or what kind of design would you put on it? Write and/or draw your pattern on this shirt, but practice first on scrap paper!



TEACHER BACKGROUND INFORMATION SELF-TALK

Self-talk affects self-esteem. Each day thousands of communicative messages are sent. The majority of these are never verbalized, but heard and handled internally. **The inner voice is self-talk.** Our brains are much like a computer. Each day everything and everyone around us has been programming us. Unfortunately self-talk has done the majority of the programming. Think about your self-talk. What kinds of things do you say to yourself? Researchers have found that 77% of everything we think is negative and counterproductive. Our toughest critic is ourselves. For example, if we trip on a stair, what do we say to ourselves? "I'm so clumsy"; if we are late handing in a paper, "I'm always late."; if we get a bad grade on a test, "I'm so dumb."

The brain simply believes what we tell it most. Repetition is a convincing argument; eventually we believe what others have told us, but most of what we believe is what we have told ourselves. We tend to remind ourselves of our mistakes. What we tell our brain about ourselves, the brain will create. We will become what we tell ourselves we are. Our success or failure in anything, large or small, will depend on our programming--what we accept from others, and what we say when we talk to ourselves.

Some methods to foster positive thinking are:

1. If others put us down, positive self-talk might say, "No matter what you say or do, I'm still a worthwhile person."
2. If self-talk starts negative comments, we need to say loudly in our mind, "STOP! Erase that!" (Have students practice by thinking of negative comments, then yelling "STOP! Erase that!")
3. If something is going to be erased, it has to be replaced with a positive statement; i.e., "I'm so lazy." STOP! Erase! Replace it with "I'm getting better and faster." Remember negative words like can't, won't, don't, etc., should not be used. The statement must be positive.
4. Select a few habits that need to be changed. Write a positive statement for each one and repeat it three (3) times a day for 30 days. (Remember, self-talk has been programming you for some time and it will take time to change it.)

Assignment: Give each student two 3 x 5 cards for them to make two copies as they complete this assignment--one for home and one for school. First, have students write five (5) things they would like to change about themselves on one side of the cards. Give students a copy of the list of positive affirmations (page I-A-89). Then have them write five (5) positive self-talk (positive affirmations) messages for themselves on the other side of the card. Assign students to work on the positive self-talk for the next two weeks, reminding them regularly. At the end of the time period, have students write a one-page report about the results they have seen. If they didn't do the exercise, have them write a paper on the reason for not completing the assignment.

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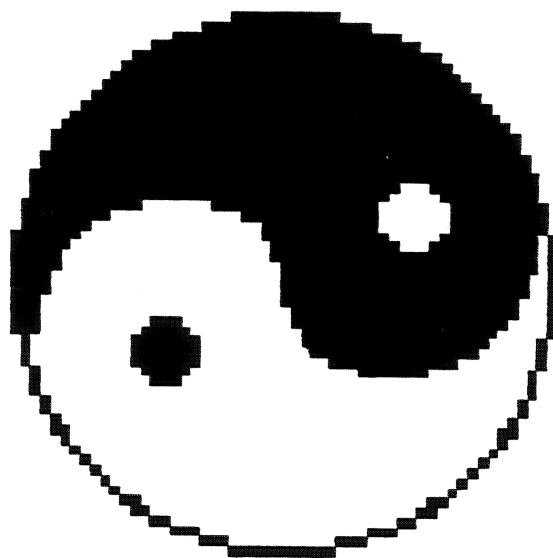
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SELF-TALK

The Inner Voice



POSITIVE AFFIRMATIONS

1. I enjoy life!
2. I am cheerful!
3. I am brave!
4. I have a great imagination!
5. I love to read!
6. I forgive others!
7. I am a friendly person!
8. I care about others!
9. I have many talents!
10. I learn from my mistakes!
11. I can think!
12. I like to write!
13. I can listen!
14. I can handle problems calmly!
15. I have good handwriting!
16. I like myself!
17. I laugh every day!
18. I am good at spelling!
19. I believe in myself!
20. I have many friends!
21. I focus on the positive!
22. I am responsible!
23. I finish my homework!
24. I get better every day!
25. I help others!
26. I am healthy!
27. I can control my temper!
28. I like to work!
29. I am happy!
30. I think positive thoughts about myself!
31. I like to gain knowledge!
32. I am thoughtful!
33. I am a good friend!
34. People like me!
35. I like school!
36. I am honest!
37. I am kind to others!
38. I can control my actions!
39. I am good at _____!
40. I share with others!
41. I like to smile!
42. I like challenges!
43. I am happy!
44. I love my family!
45. I forgive myself!
46. I have great ideas!
47. I like to wonder!
48. I am kind to animals!
49. I am a lovable person!
50. I look for the good in others!
51. I go to a great school!
52. I like the way I look!
53. I like to try new things!
54. I avoid things that harm my body!
55. I like sports!
56. I have a great life!
57. I play fair!
58. I am unique!
59. I like to exercise!
60. I take responsibility for my mistakes!



TEACHER INSTRUCTIONS TEEN TATERS - PART I

Give each student a potato. Instruct the students to get to know their potatoes by studying the characteristics and the appearance of their potatoes, and examining them carefully. Have the students introduce their potatoes to two other people and show them the characteristics that make their potatoes unique and different from other potatoes.

Gather all of the potatoes back into a large container. Then ask the students to come to the front and retrieve their particular potato from the container. If a student can't find his/her potato, have him/her ask the two people he/she introduced to their potato if they can recognize it.

When all the students have had a try, collect all of the potatoes again. Compare the potatoes to individual personalities. Discuss with the students that when all the potatoes were in the bag, they looked the same, but after the students got to know them, each potato appeared to be different and unique.

Finish this activity by introducing various types of "Teen Taters" as listed on the following page, using overhead transparencies of pages I-A-93 through I-A-108.



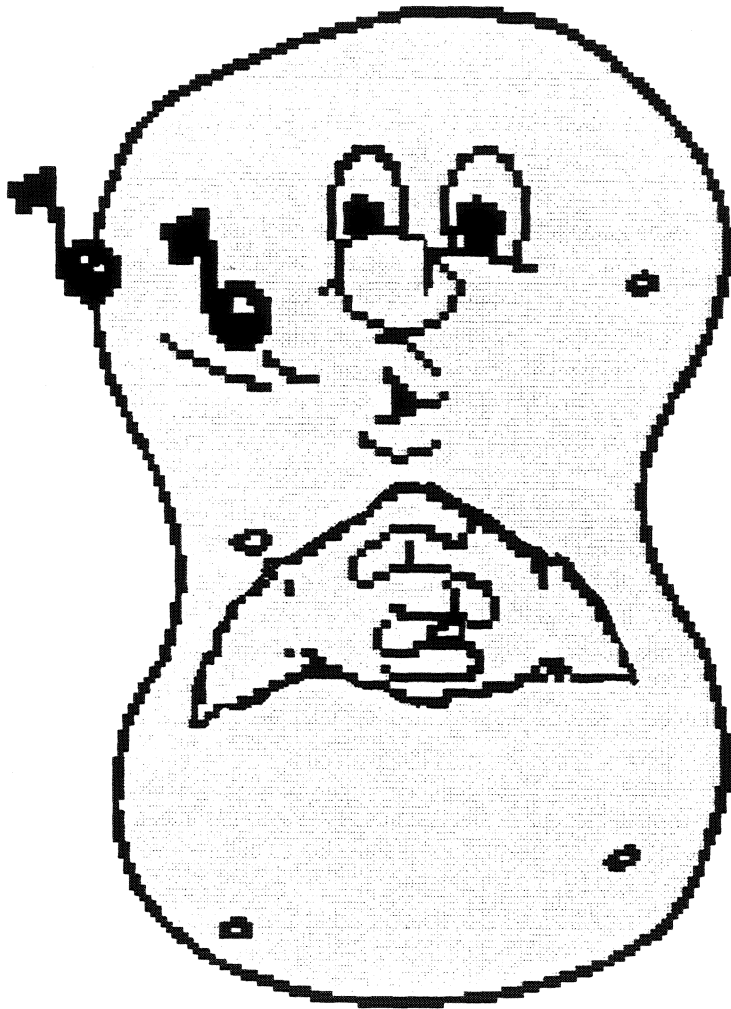
TEACHER INSTRUCTIONS TEEN TATERS - PART II

Start with this rhyme:

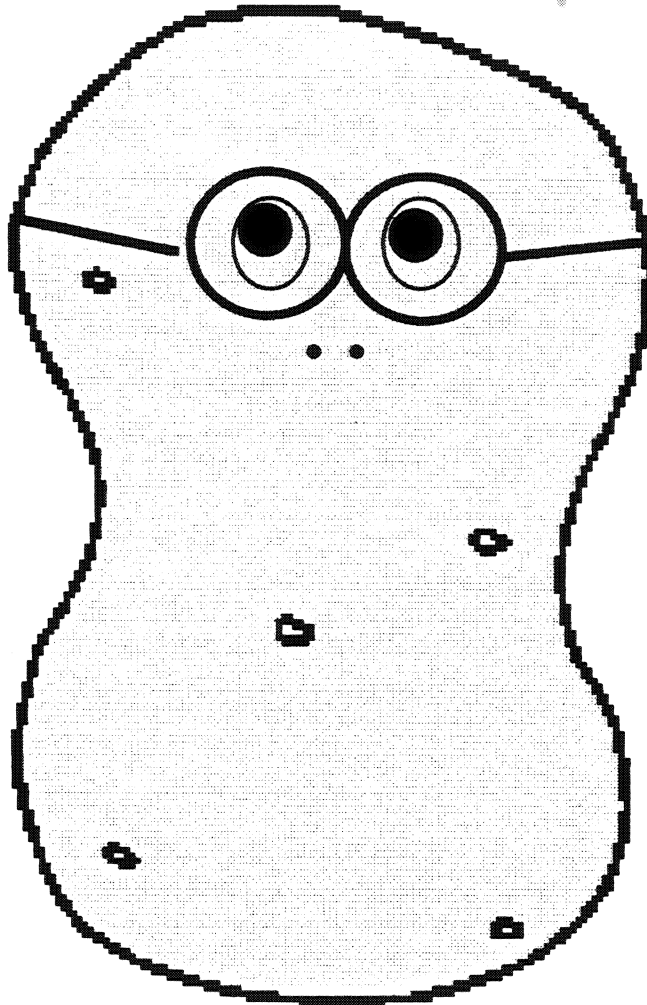
"I've dug up some taters, if you can endure a few,
I'd like to introduce some "Teen Taters" to you.
Now listen in case you might see some traits of your friends,
Or, it might bring into focus--the true YOU."

- Medi-tater:** A very wise tater--enjoys quiet times and uses them to good advantage for thinking things through and being prepared.
- Spec-tater:** Just sits and watches and doesn't get involved; is really hard to move or motivate.
- Commen-tater:** This tater has a comment about everything and everybody! Generally the comments are sarcastic and cutting. Watch out for this tater--it needs attention at all costs!
- Ampli-tater:** This loud-voiced tater can't wait to bring you the updates of all the news and latest gossip--be it good or bad! You never know what this tater might say about you, too!
- Anticipa-tater:** Anticipates good things happening to them in life! Looks forward to coming events and supports everything--has a good attitude.
- Participa-tater:** This tater is the most valuable because it gets involved in positive things and is self-motivated.
- Motivi-tater:** Gets everyone excited about doing something and helps find ways to do it! A self-starter and leader!
- Ampu-tater:** Cuts people off in conversation and excludes others from a group. Consequently, cuts down other's self-esteem.
- Couch-tater:** Sits and watches life go by; accomplishes little; wonders why things don't get done.
- Tater-tot:** Someone who whines and acts immature for their age; needs to have their way all of the time.
- Facilli-tater:** Wouldn't want to do without this one! This tater makes things happen and keeps excitement for a project going. Facilitators never give up--they just keep on going and going.
- Resusi-tater:** Is there to bring you back to life after a fall! Enjoys helping others and exhibits a greater level of maturity.
- Regurgi-tater:** Repeats or copies what everyone else says or does; doesn't think for themselves. Is boring to be around.
- Hot-po-tater:** Has to be the hottest number in town and the center of attention.
- Later-tater:** Procrastinates doing everything to the last minute; hopes that by putting it off it will go away. Causes lots of stress.
- Irri-tater:** Gets its kicks by saying and doing things just to irritate people; is annoying to be around.

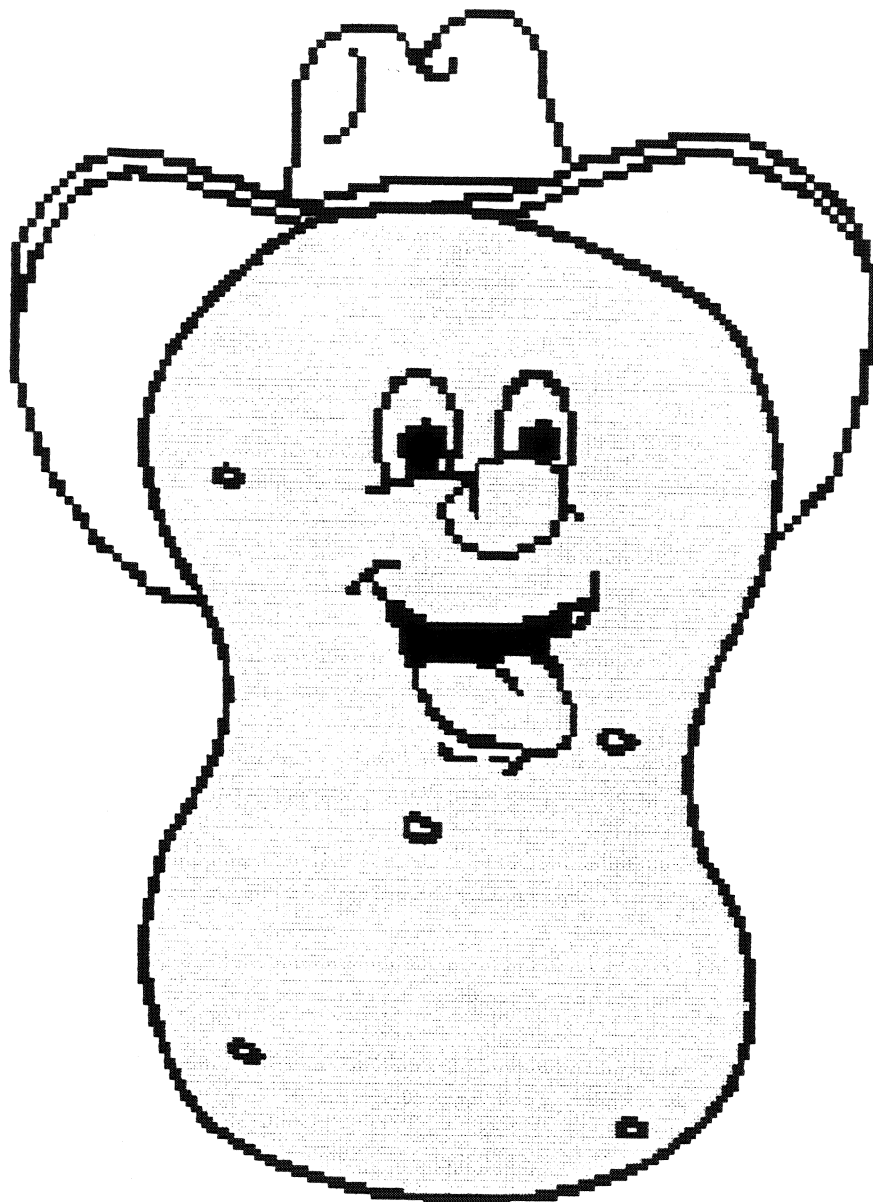
MEDI-TATER



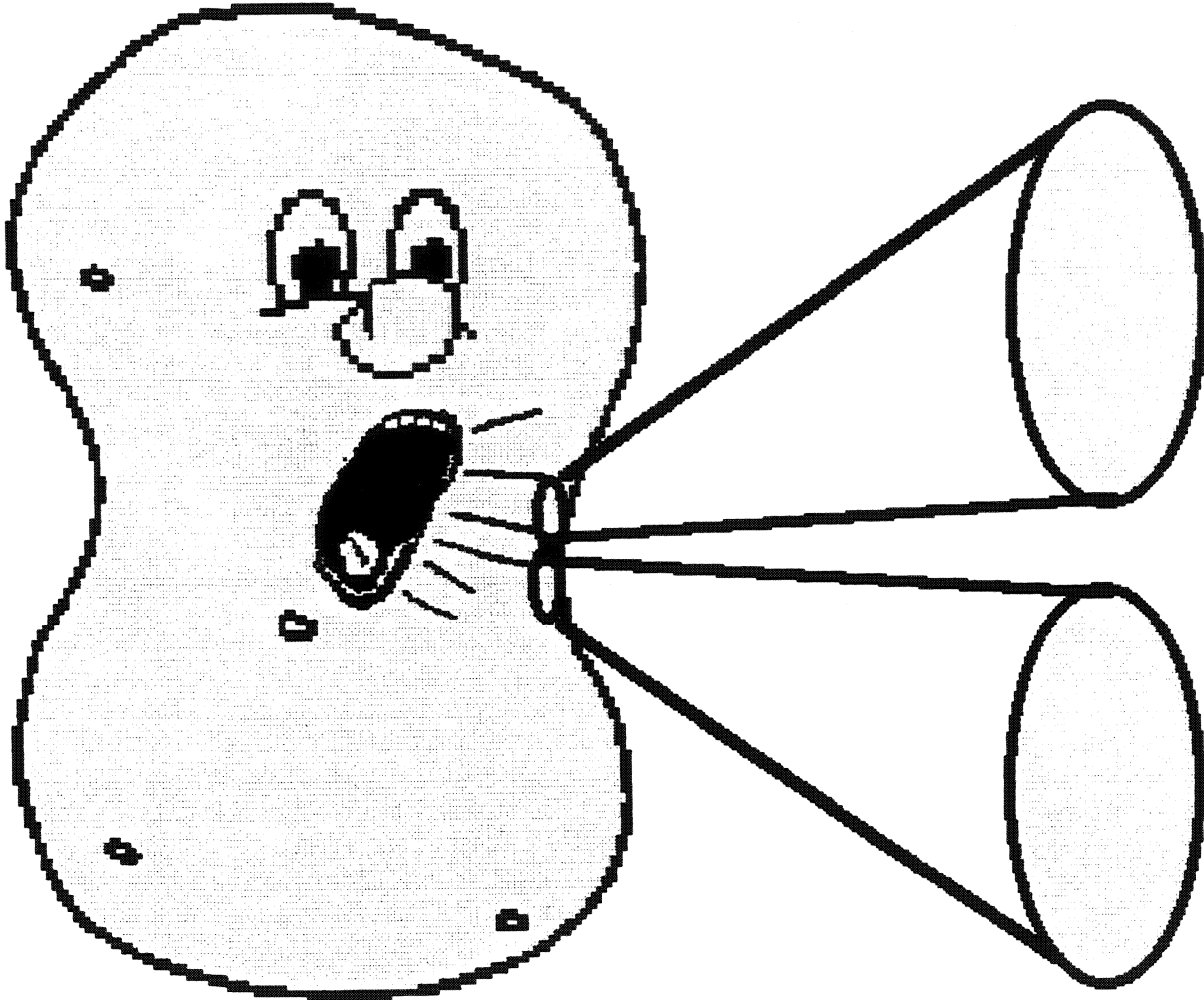
SPEC-TATER



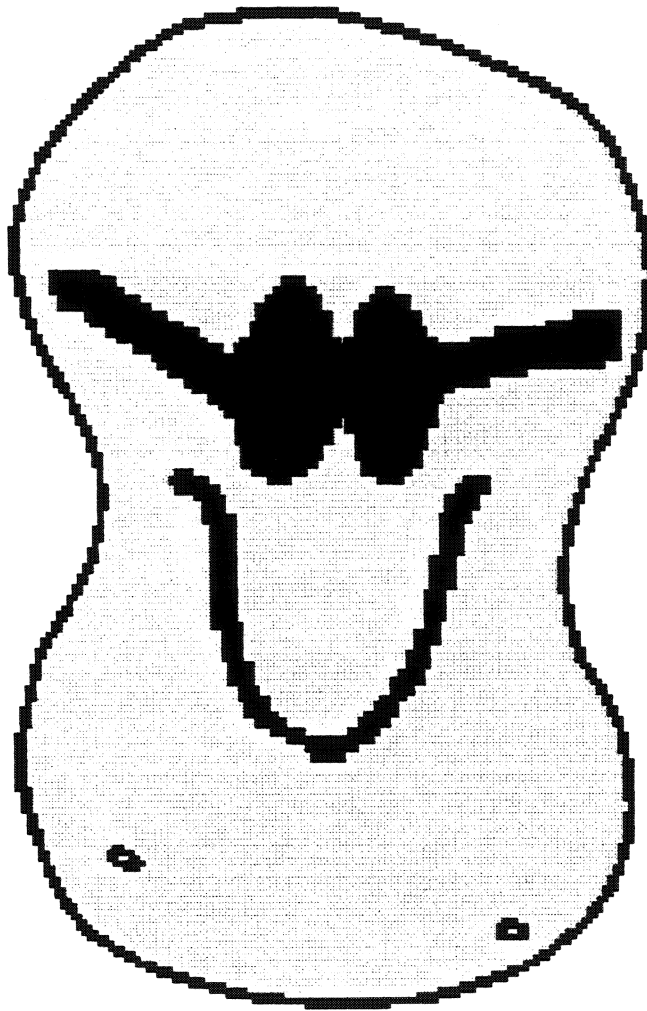
COMMEN-TATER



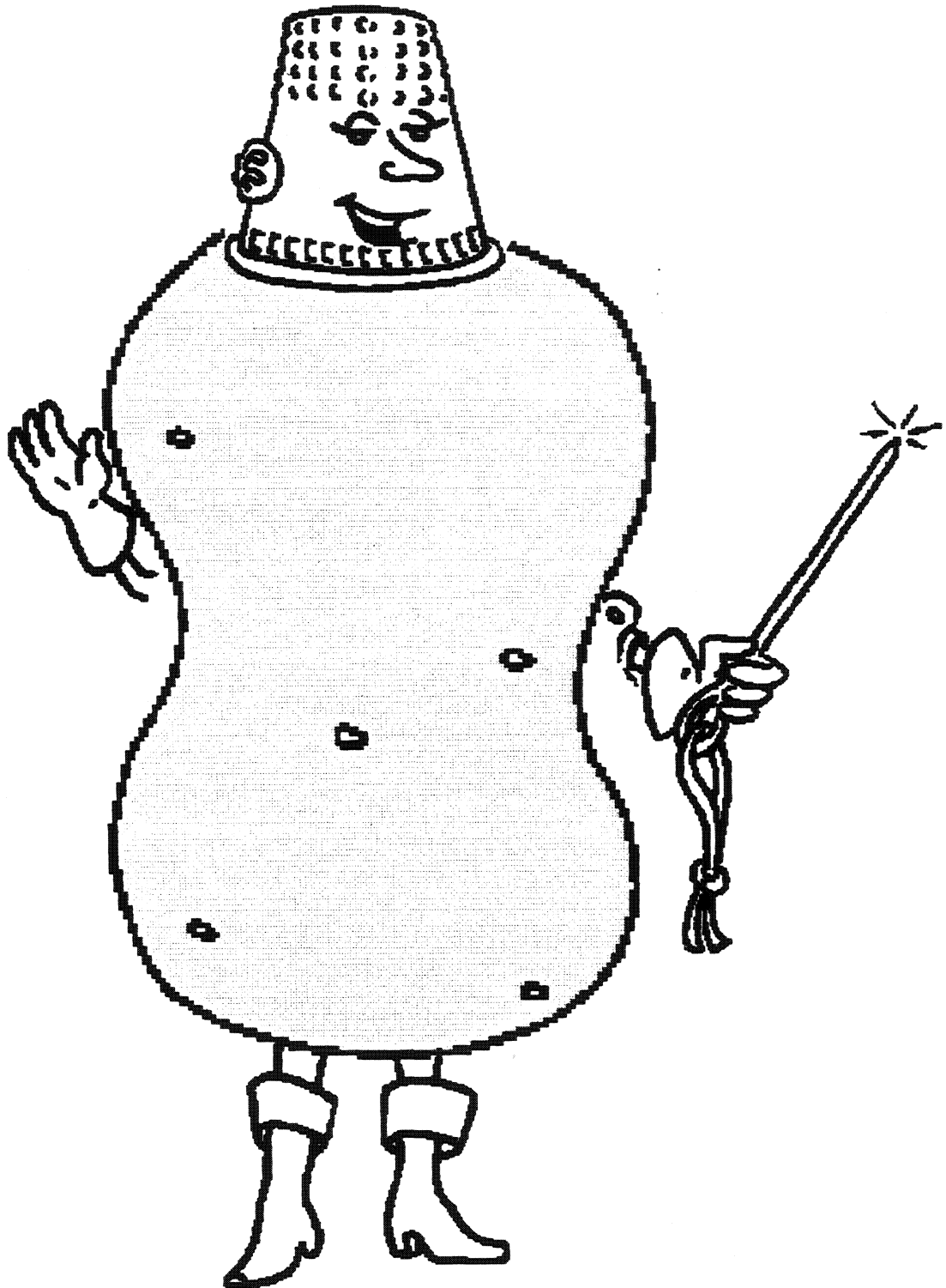
AMPLI-TATER



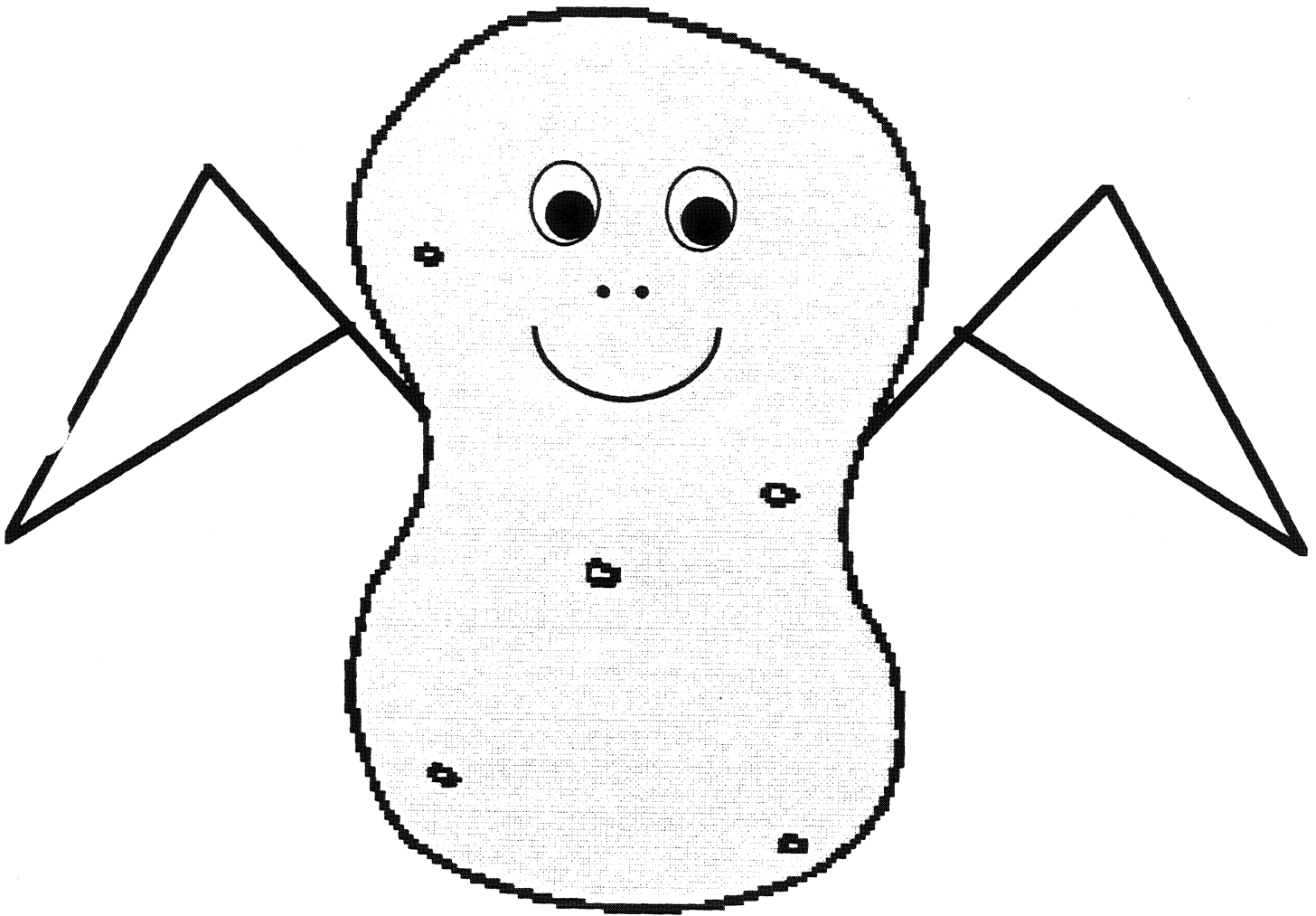
ANTICIPA-TATER



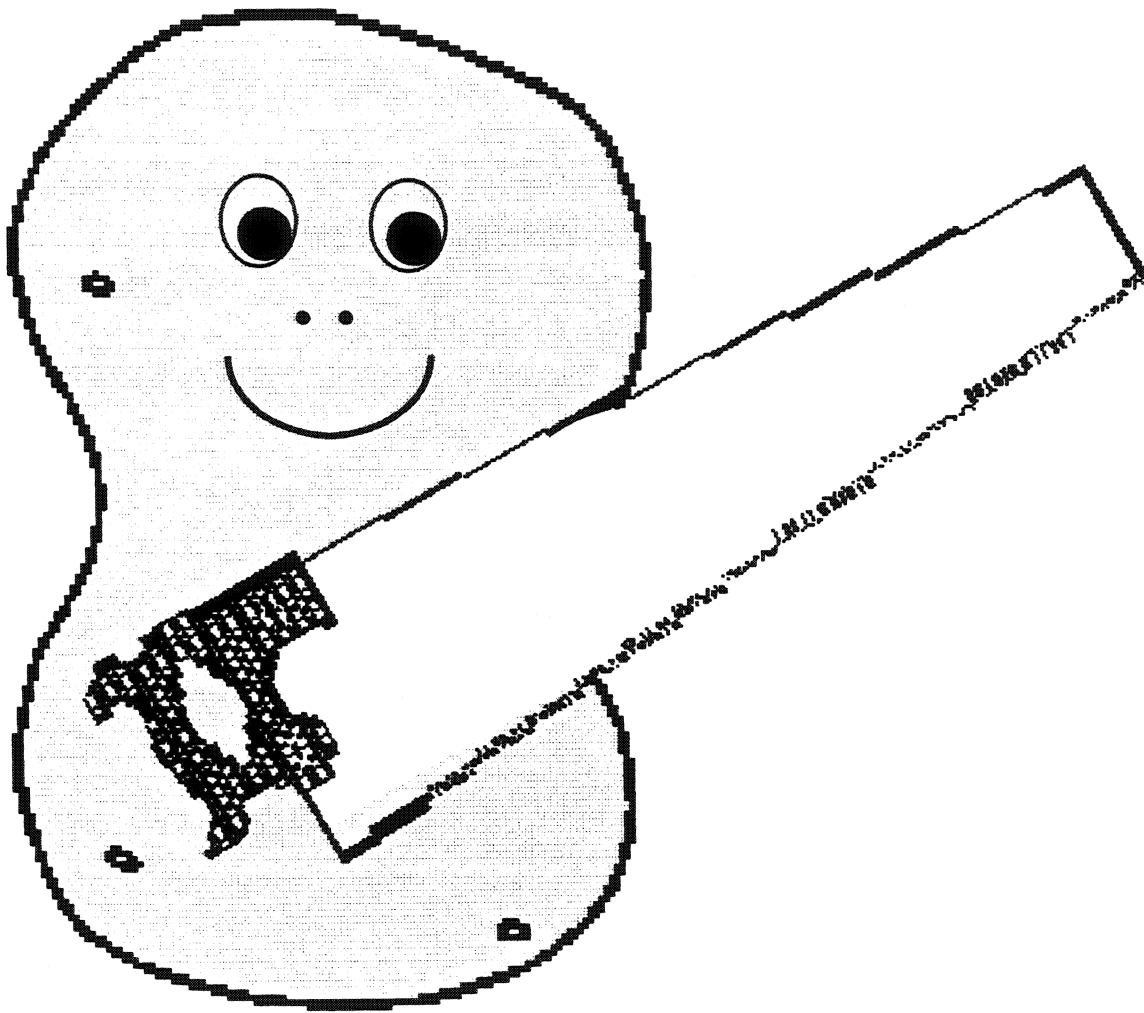
PARTICIPA-TATER



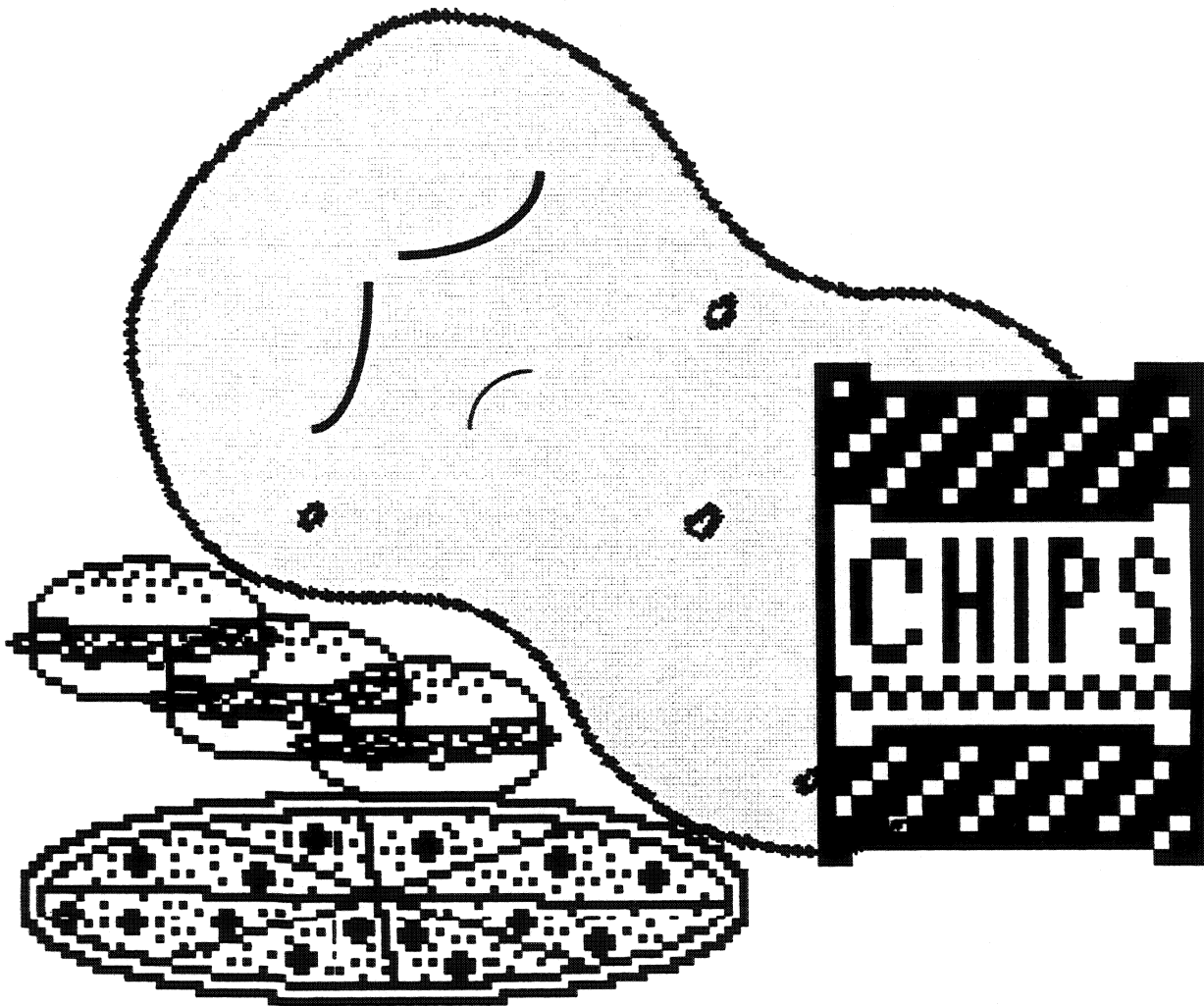
MOTIV-TATER



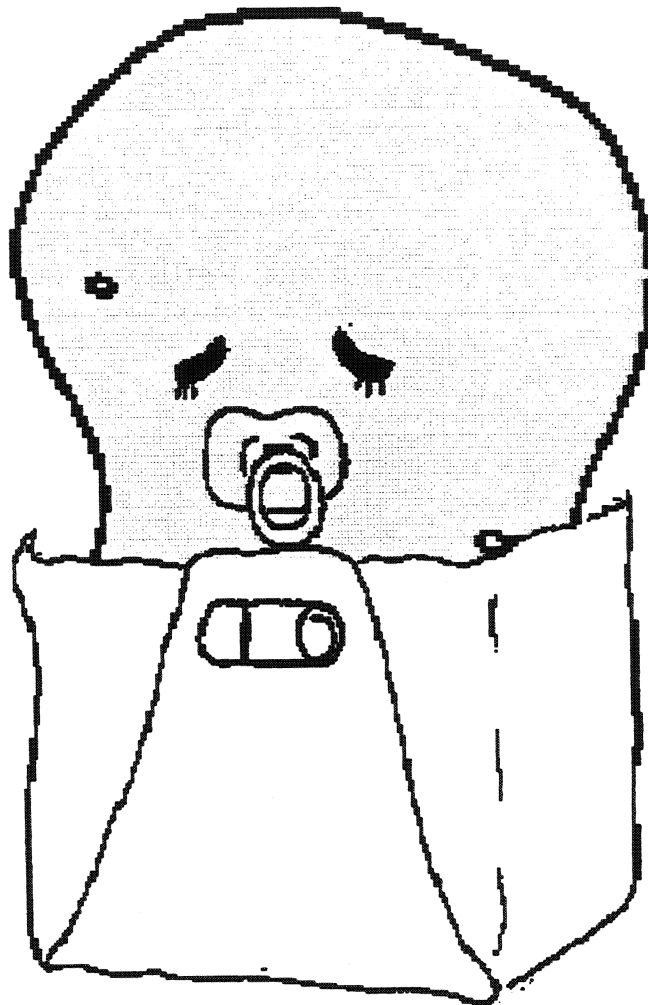
AMPU-TATER



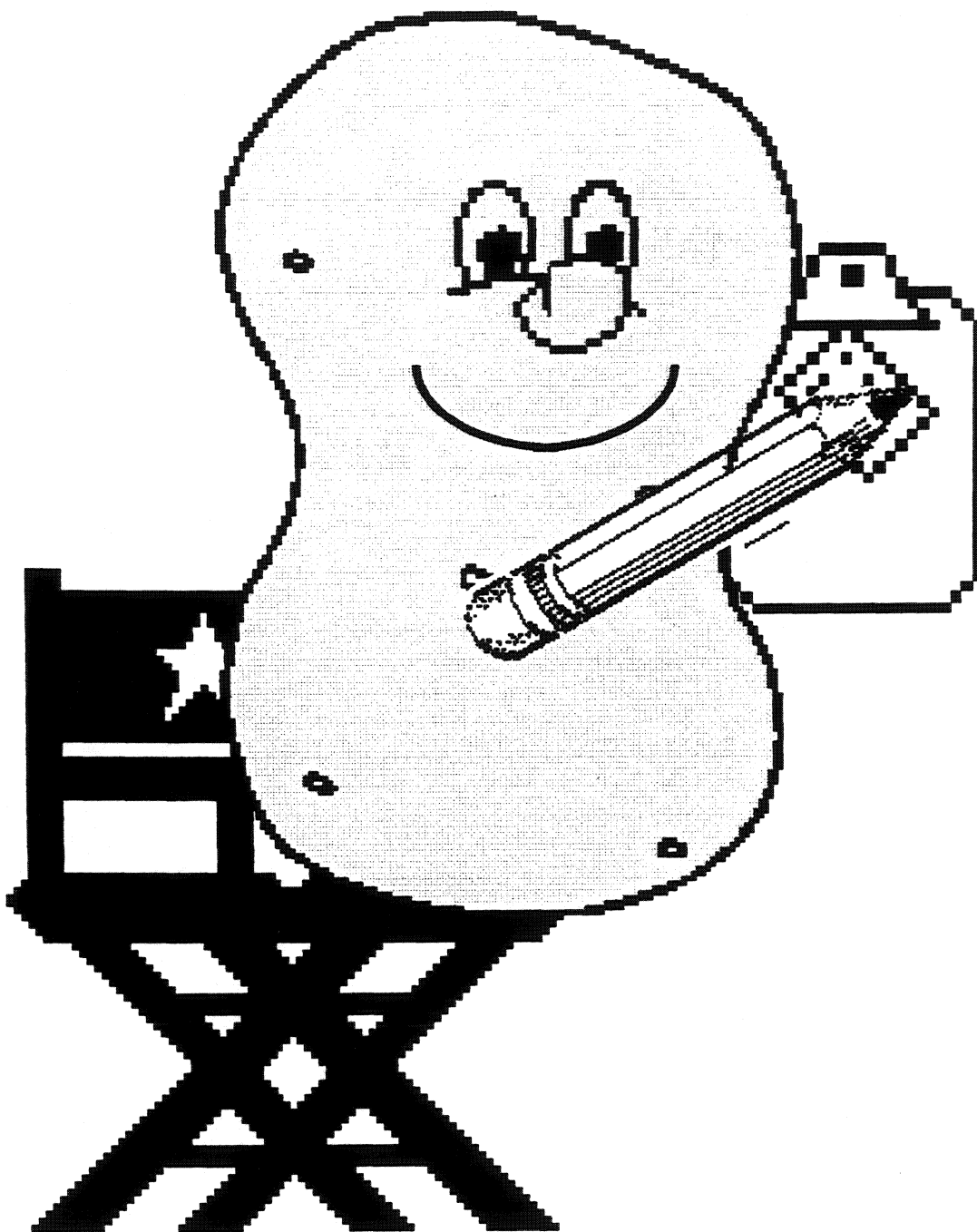
COUCH-TATER



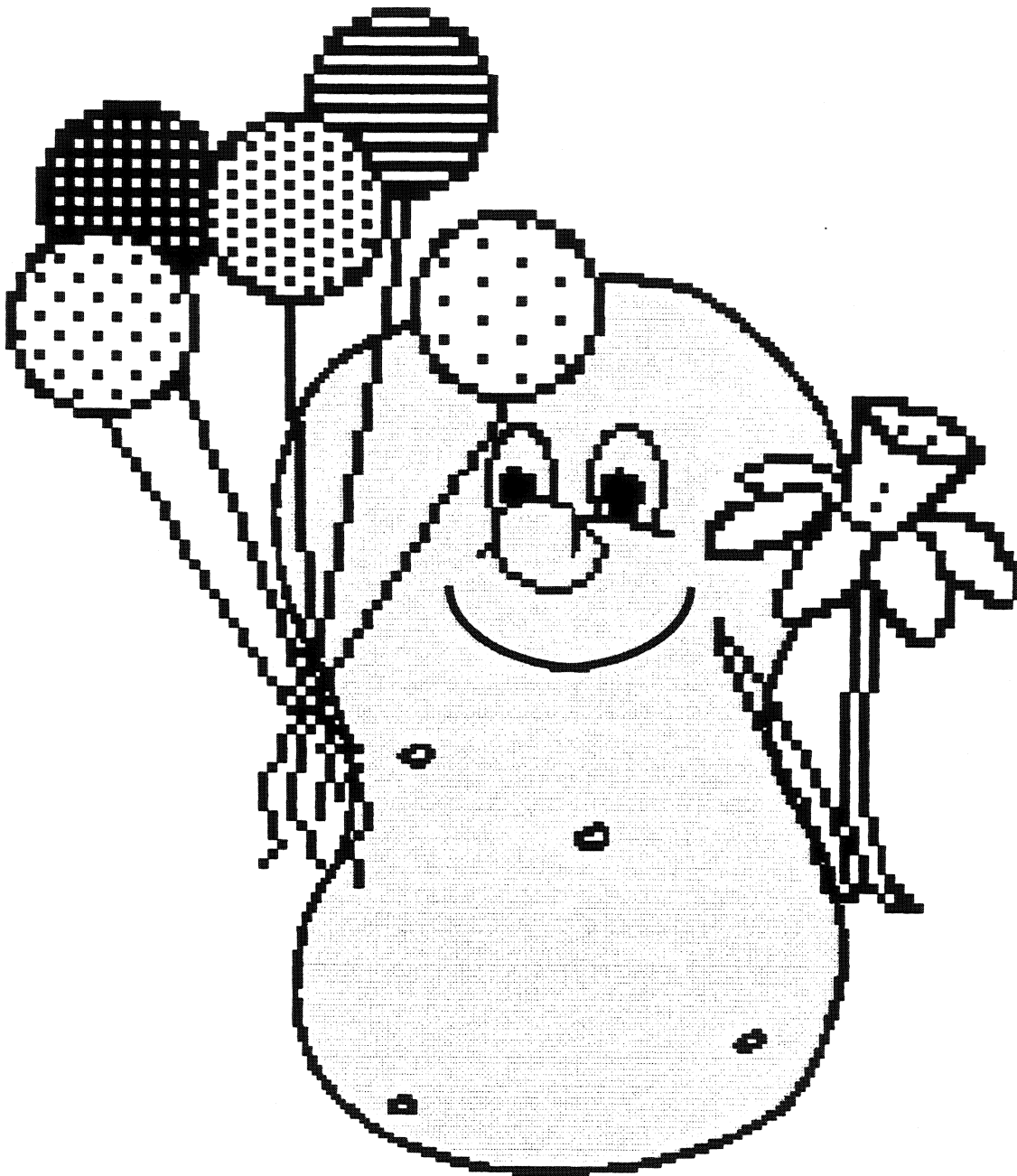
TATER-TOT



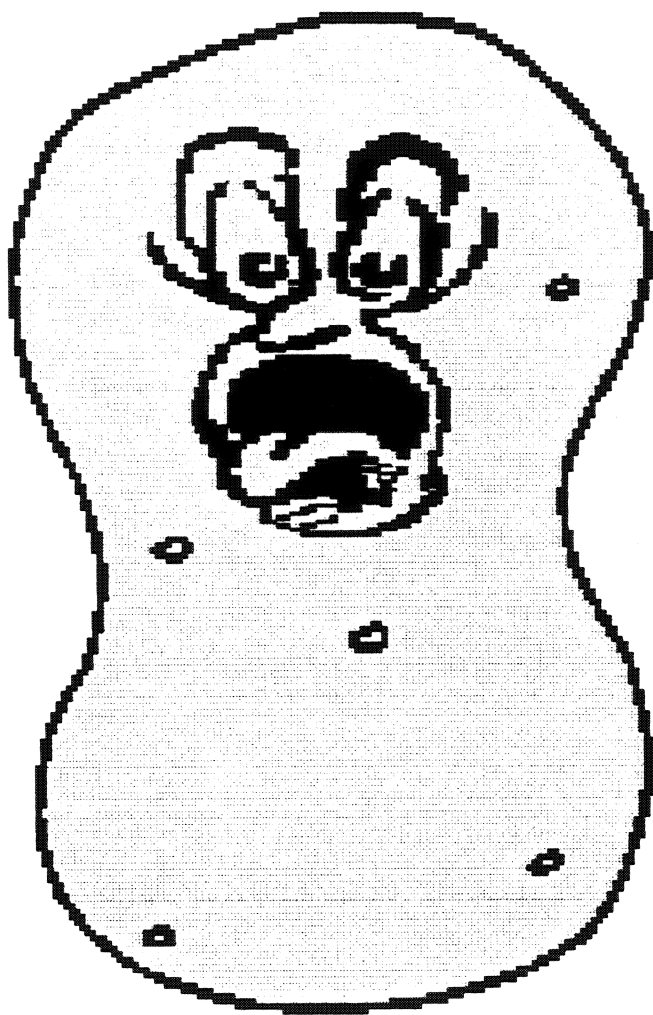
FACILI-TATER



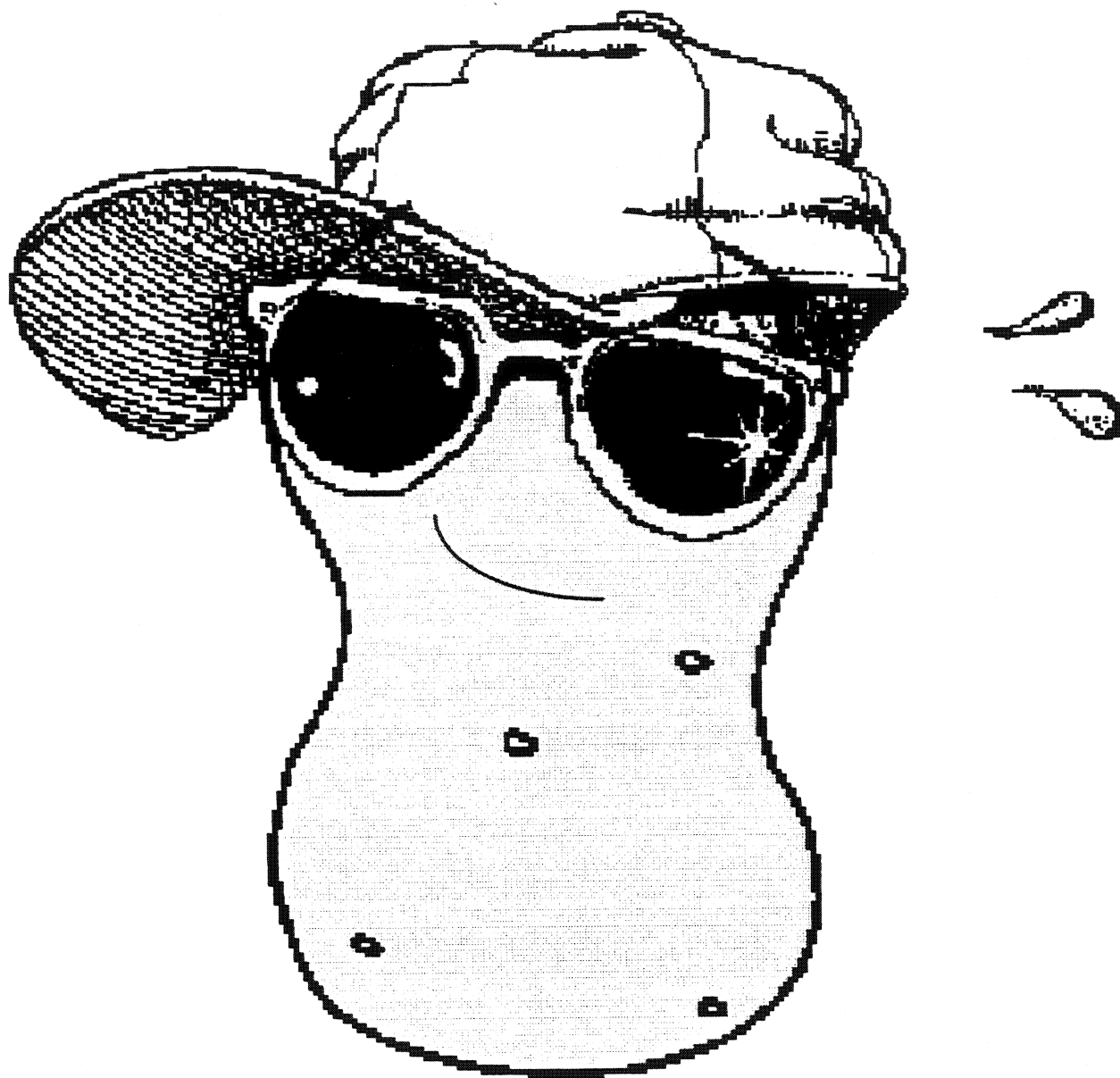
RESUSI-TATER



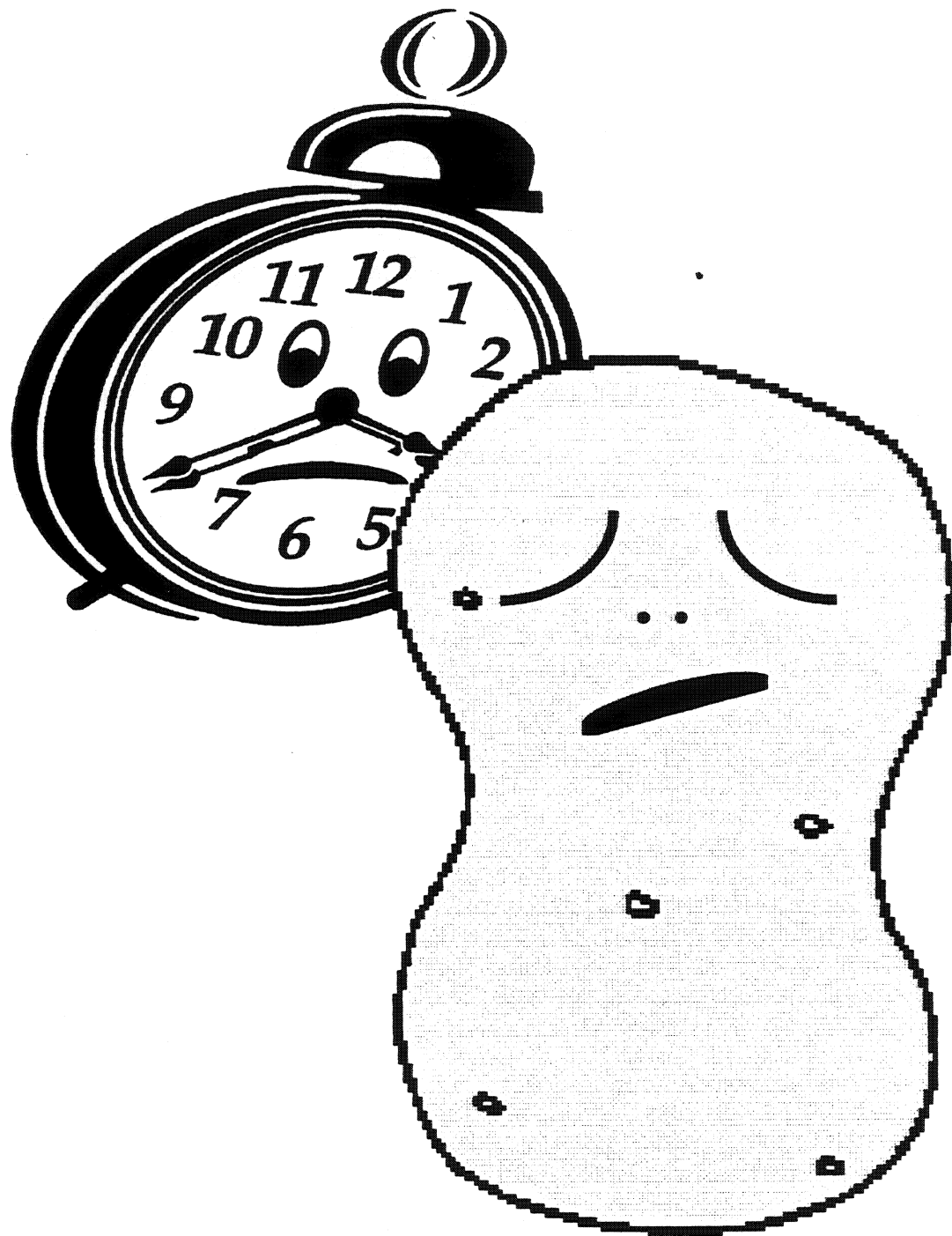
REGURGI-TATER



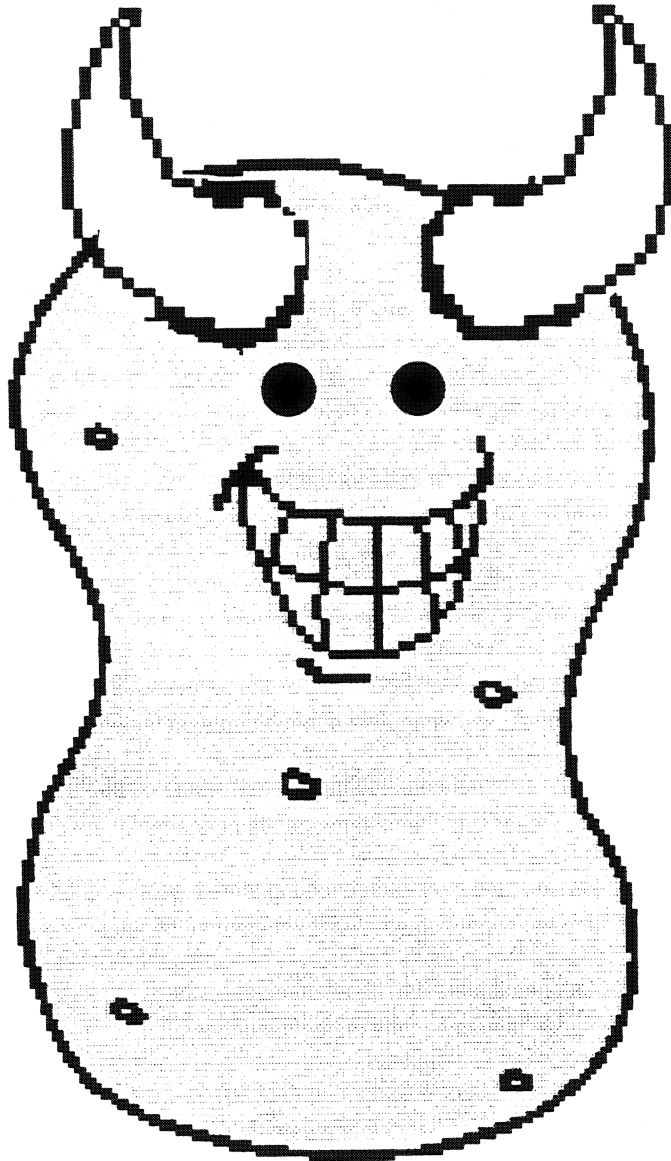
HOT-PO-TATER



LATER-TATER



IRRI-TATER



TEACHER BACKGROUND INFORMATION PERSONALITY DEVELOPMENT

There are many theories that describe personality and many speculations as to how it develops. The following are some popular theories for consideration:

1. Murray and Kluckhohn described four types of personality determinants:
 - a. Inherited and predisposed characteristics such as gender, height, facial features, body chemistry, body build, etc.
 - b. General culture in which a child is reared, and all the cultural sub-groups the child is exposed to such as family, socio-economic status, peer group, friends, religious background, geographical location, etc.
 - c. The role in which a person finds themselves or assumes; in a different situation personality traits change. Example: A boy who feels self-conscious about writing a poem in English acts differently when he is on the football field as the captain of the team.
 - d. Situational determinants are all of the experiences of a person which contribute to the development of his/her personality. This includes not only those experiences that happen over and over, but also traumatic or especially significant single experiences that alter the entire course of a life.
2. Greek mythology is full of wonderful stories of men and women who had unique strengths and limitations due to the influences of their many different gods.
3. Astrologers embraced the twelve signs of the zodiac as the determining factors in personality, substituting planetary power for the powers of the gods.
4. The Chinese Zodiac associated personality with the year a child was born such as the year of the rooster, dog, dragon, etc.
5. Elements of nature, such as earth, air, fire, and water, have also been used to categorize a person's personality.
6. Cultural traditions, such as superstitions, urban legends, and other myths or experiences, are often used to govern living patterns and thus influence personality development.

**TEACHER BACKGROUND INFORMATION - CONT'D.
PERSONALITY DEVELOPMENT**

7. The Color Code personality elements as outlined by author, Taylor Hartman:

"Personality is innate. Every child is born with a unique set of personality traits-- often quite different from those of siblings. Human personalities are like fingerprints, no two are alike. Personality is complete at conception. It is present along with various genetically inherited traits; however, it is not inherited from one's parents, nor is it shaped by environment.

Personality is that core of thoughts and feelings inside you that tells you how to conduct yourself. It is a checklist of responses, based on innate values and strongly held beliefs. It directs your emotional as well as your rational reaction to every life experience.

Personality points each of us in a particular direction and makes us feel uncomfortable when we deviate from its assigned route."

Hartman's test lists behaviors. Behaviors are determined by needs and wants. The answers help to categorize the student's needs and wants by color.

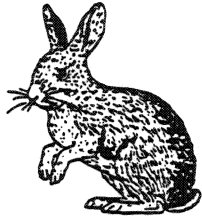
The information that follows will help students understand the motive for their actions. The Hartman theory states that motives, needs and wants are neither good or bad. They are neutral. They become healthy or unhealthy depending on how they relate to the truth. Every color has strengths and weaknesses. Most of us are more than one color, but our "core" color (the color with the highest score), determines our motives and sets our personality.

(It is recommended that the teacher review Hartman's book for more complete information on this subject before introducing and/or discussing this theory.)

NOTE: The teacher may want to explore birth order as a means to understanding personality development. This information can be found in UNIT II: Teenagers and Families, TOPIC C: Teens and Siblings.

ORIENTAL ZODIAC

The Chinese Zodiac consists of a 12 year cycle, each year of which is named after a different animal that imparts distinct characteristics to its year. Many Chinese believe that the year of a person's birth is the primary factor in determining that person's personality traits, physical and mental attributes and degree of success and happiness throughout his lifetime. To learn about your Animal Sign, find the year of your birth among the 12 signs running around the border. If born before 1924 or after 1995, add or subtract 12 to find your year.



RABBIT

1927, 1939, 1951, 1963, 1975, 1987

Luckiest of all signs, you are also talented and articulate. Affectionate, yet shy, you seek peace throughout your life. Marry a Sheep or Boar. Your opposite is the Cock.



TIGER

1926, 1938, 1950, 1962, 1974, 1986

Tiger people are aggressive, courageous, candid and sensitive. Look to the Horse and Dog for happiness. Beware of the Monkey.



OX

1925, 1937, 1949, 1961, 1973, 1985

Bright, patient and inspiring to others. You can be happy by yourself, yet make an outstanding parent. Marry a Snake or Cock. The Sheep will bring trouble.



RAT

1924, 1936, 1948, 1960, 1972, 1984

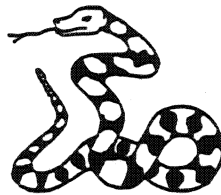
You are ambitious yet honest. Prone to spend freely. Seldom make lasting friendships. Most compatible with Dragons and Monkeys. Least compatible with Horses.



DRAGON

1928, 1940, 1952, 1964, 1976, 1988

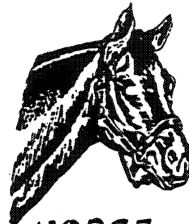
You are eccentric and your life complex. You have a very passionate nature and abundant health. Marry a Monkey or Rat late in life. Avoid the Dog.



SNAKE

1929, 1941, 1953, 1965, 1977, 1989

Wise and intense with a tendency towards physical beauty. Vain and high tempered. The Boar is your enemy. The Cock or Ox are your best signs.



HORSE

1930, 1942, 1954, 1966, 1978, 1990

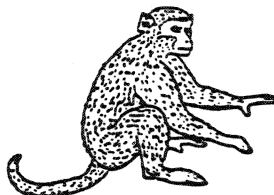
Popular and attractive to the opposite sex. You are often ostentatious and impatient. You need people. Marry a Tiger or a Dog early, but never a Rat.



SHEEP

1931, 1943, 1955, 1967, 1979, 1991

Elegant and creative, you are timid and prefer anonymity. You are most compatible with Boars and Rabbits but never the Ox.



MONKEY

1932, 1944, 1956, 1968, 1980, 1992

You are very intelligent and are able to influence people. An enthusiastic achiever, you are easily discouraged and confused. Avoid Tigers. Seek a Dragon or a Rat.



COCK

1933, 1945, 1957, 1969, 1981, 1993

A pioneer in spirit, you are devoted to work and quest after knowledge. You are selfish and eccentric. Rabbits are trouble. Snakes and Oxen are fine.



DOG

1934, 1946, 1958, 1970, 1982, 1994

Loyal and honest you work well with others. Generous yet stubborn and often selfish. Look to the Horse or Tiger. Watch out for Dragons.



BOAR

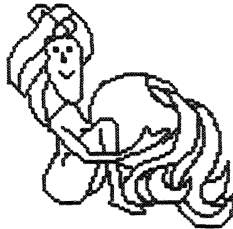
1935, 1947, 1959, 1971, 1983, 1995

Nobel and chivalrous. Your friends will be lifelong, yet you are prone to marital strife. Avoid other Boars. Marry a Rabbit or a Sheep.

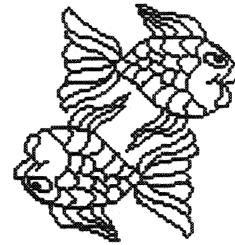
ASTROLOGICAL SIGNS OF THE ZODIAC



Capricorn
12/22-1/20



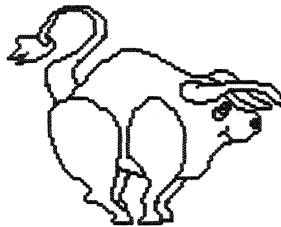
Aquarius
1/21-2/21



Pisces
2/20-3/20



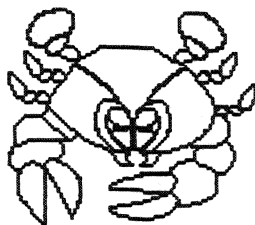
Aries
3/21-4/20



Taurus
4/21-5/21



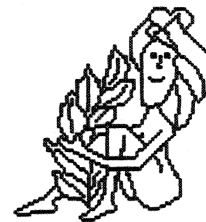
Gemini
5/22-6/21



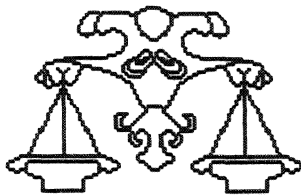
Cancer
6/22-7/23



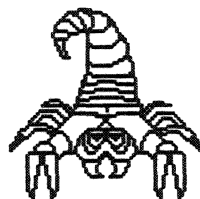
Leo
7/24-8/23



Virgo
8/24-9/23



Libra
9/24-10/23



Scorpio
10/24-11/22



Sagittarius
11/23-12/21



Zeus



the gods and goddesses of Greece and Rome

greek name		latin name
Zeus	King of the Gods	Jupiter
Hera	Queen of the Gods	Juno
Poseidon	God of the Seas	Neptune
Demeter	Goddess of Agriculture	Ceres
Hades	God of the Underworld	Pluto
Athena	Goddess of Wisdom and Handicrafts	Minerva
Hermes	Messenger of the Gods and God of Thieves	Mercury
Aphrodite	Goddess of Love and Beauty	Venus
Apollo	God of the Sun and Music	Apollo
Ares	God of War	Mars
Artemis	Goddess of the Hunt and the Moon	Diana
Hephaestus	God of Fire and the Forge	Vulcan
Hestia	Goddess of the Home	Vesta
Dionysus	God of Wine	Bacchus



Hera

THE UGLY DUCK

C. Daniel Litchford

There once was an ugly duck
Way down on his luck.
Couldn't find one friend anywhere,
Everyone ignored him; no one cared
Poor little ugly duck.
Poor little ugly duck.

This little ugly bird
Never heard one kind word.
People made fun of his fuzzy hair,
Teased him and chased him everywhere.
Lonely ugly duck
Sad little ugly duck.

Finally he ran away
Off by himself one day.
Tried to face the world alone,
Forgetting all the sadness he had known.
He ran far, far away,
On that lonely day.

How the story goes
No one really knows.
A miracle took place one day,
Changed our duck in a special way.
No more ugly duck,
Bye went the ugly duck.

You will be a noble swan,
All your ugly feathers gone.
A miracle for all to see
As you become what you're meant to be;
As you become what you're meant to be.

One day, just at dawn,
Our friend came home to the pond.
Everyone crowded around to see.
Could this creature really be
Our friend the ugly duck?
That homely ugly duck?

Then throughout the land
Adored by every man,
Most beautiful creature you will see,
Secret to share with you and me;
A swan from an ugly duck,
A swan from an ugly duck.

We're all ugly ducks
Feelin' down on our luck,
Feeling picked on from everywhere
Wondering if anyone really cares.
We're lonely ugly ducks,
Just like ugly ducks.

With patience and some time
Our miracle unwinds.
Often, much to our surprise,
People change before our eyes
Swans from ugly ducks,
Swans from ugly ducks.

But everyone's a swan,
Everyone belongs.
Has nothing to do with a thing called luck,
Patience and time changes ugly ducks,
We never know how long,
That's where we go wrong.

Before we criticize,
We'd better analyze.
That friend today we want to tease
Tomorrow is the one we want to please,
A swan from an ugly duck,
A swan from an ugly duck.

Now the story's told
Doesn't matter if young or old.
Remember what happened to the ugly duck;
Patience and time will change your luck.
Your miracle will unwind.

Just give it a little time.
You will be a noble swan,
All your ugly feathers gone.
A miracle for all to see
As you become what you're meant to be.
As you become what you're meant to be.

Name _____ Period _____ Date _____

THE UGLY DUCK: SHED ANOTHER FEATHER

1. Why was the ugly duck considered to be unacceptable to the rest of the barnyard animals? _____

2. What was the ugly duck's self-concept at the first of the story? _____
Why? _____

3. What was his body image? _____

4. Who influenced the ugly duck to have a low self-concept? _____

5. Do you think he had this low self-concept for a long time? _____
Why? _____

6. What made the ugly duck become handsome? _____

7. How much of an influence do our experiences with others have on our self-concept? _____

8. What responsibility do we, ourselves, have to change a negative self-concept to a positive one? _____

9. How does shedding another feather apply to improving our self-concept? _____

10. What areas of our life does the phrase "I'm becoming a swan" refer to? _____



Name _____ Period _____ Date _____

PERSONALITY FACT-FINDING INTERVIEWS

You can learn a lot about your personality and how others see you by interviewing a parent or close friend. Fill in the center section about yourself, then interview a parent/guardian and one of your close friends. You may find out something new about your personality. (You can interview more than one friend or parent for extra credit.)

FRIEND

How would you describe my personality?

What are my strongest personality traits?

What would you change about me if you could?

What personality traits do I have that help me get along with friends or family members?

Do you see any of my parents' personality traits in me? If so, what?

SELF

How would I describe my personality?

What are my strongest personality traits? What are my strongest personality traits?

What would I change about me if I could? What would you change about me if you could?

What personality traits do I have that help me get along with friends/family?

What personality traits do I have that help me get along with friends or family members?

What personality traits have I inherited from my parents/grandparents?

What personality traits have I inherited from you or my grandparents?

Personal Analysis:

Did the answers of your friend(s) and parent agree with your own opinions about your personality? Describe how they did and how they didn't!

TEACHER BACKGROUND INFORMATION INTRODUCTION TO VALUES

Everyone has his/her own set of personal values. These will vary from person to person, family to family, and country to country. But everyone has values. Values are anything in life that is important to us.

There are two types of values: tangible and intangible. Tangible values are the material things in our life--things that cost money to obtain. Intangible values are the non-material things in our life--they don't cost any money. Intangible values are the most important values because they are lasting and are free--anyone can obtain or them whether or not they have money.

Our values determine how we live. When a person lives within his/her own set of values, he/she generally feels good about himself/herself; he/she feels at peace with his/her surroundings, and interacts in a positive manner with the people he/she comes in contact with.

On the other hand, a person who acts against his/her value system will begin to feel guilt or remorse, lose self-esteem, and will generally be uneasy with his/her surroundings and interact in a negative manner with other people.

Because we are human, we have a basic need for some common intangible values. Some of these are:

- | | |
|-------------------|--|
| 1- LOVE | Giving love and being loved, feeling compassion, helping others; kindness, caring, understanding, etc. |
| 2- JUSTICE | Being honest, trusting, being treated fairly ,etc. |
| 3- RESPECT | Caring about self, life, property, other people, and their rights |
| 4- KNOWLEDGE | Continue learning and developing |
| 5- ACCOMPLISHMENT | Creating, achieving |
| 6- POWER | Feeling in control of one's life and destiny |

Discuss values as a class, giving examples and directing the thought process regarding tangible and intangible values.

Name _____ Period _____ Date _____

VALUES SOLVE THE PUZZLE

The form is a large puzzle piece shape with four distinct sections for writing. The sections are defined by the puzzle piece's irregular outline and internal lines. The sections are:

- VALUES ARE:** Located in the top-left section.
- TANGIBLE VALUES ARE:** Located in the top-right section.
- INTANGIBLE VALUES ARE:** Located in the middle-left section.
- MY TANGIBLE VALUES ARE:** Located in the middle-right section.
- MY INTANGIBLE VALUES ARE:** Located in the bottom-left section.

VALUES

**THE THINGS IN LIFE
THAT ARE
IMPORTANT TO US**

**TANGIBLE
VALUES**

**THE MATERIAL
THINGS IN OUR LIFE
THAT COST MONEY**

**INTANGIBLE
VALUES**

**THE NON-MATERIAL
THINGS IN OUR LIFE
THAT DON'T COST
MONEY**

Name _____ Period _____ Date _____

VALUE INVENTORY

Answer the following questions honestly:

1. If you were given \$1,000 today, what would you do with it?
a. _____
b. _____
c. _____

2. What values are shown by your choices in question 1?
a. _____
b. _____
c. _____

3. If you could correct two of the world's problems, which problems would you correct?
a. _____
b. _____

4. What values are shown by your choices in question 3?
a. _____
b. _____

5. You have tomorrow off. There's no school, no work, no lessons, no commitments. You also have no financial limitations. What will you do with your time?
a. _____
b. _____
c. _____

6. What values are shown by your choices in question 5?
a. _____
b. _____
c. _____

7. Define what you believe is the ideal family situation including family type, number of people, living conditions, etc.

8. What values do you show by your choices in question 7?

Name _____ Period _____ Date _____

VALUE RANKING

What do you value most in life? There are 21 values listed below. Place a check mark in the column across from each value that best represents you.

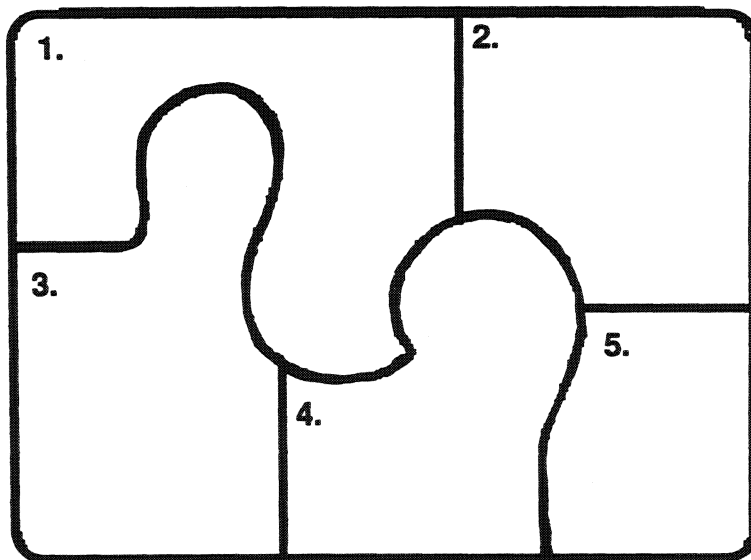
VALUE	Extremely Important	Important	Not Important
Wisdom (Having mature understanding, insight, good sense, and good judgment)	_____	_____	_____
Wealth (Having many possessions and plenty of money for the things you want)	_____	_____	_____
Trustworthiness (Ability to be honest, straightforward, and caring)	_____	_____	_____
Skill (Being able to use your knowledge effectively, being good at doing something important to you and others)	_____	_____	_____
Religious Faith (Having a religious belief)	_____	_____	_____
Recognition (Being important, well-liked and accepted)	_____	_____	_____
Power (Possession or control, authority, or influence)	_____	_____	_____
Pleasure (Satisfaction, gratification, fun, joy)	_____	_____	_____
Physical Appearance (Concern for your attractiveness, being neat, well-groomed, clean)	_____	_____	_____
Morality (Believing and keeping ethical standards, personal humor, integrity)	_____	_____	_____
Loyalty (Maintaining allegiance to a person, group or institution)	_____	_____	_____
Love (Caring, compassion, devotion)	_____	_____	_____
Knowledge (Seeking truth, information or principles for satisfaction or curiosity)	_____	_____	_____

Name _____ Period _____ Date _____

VALUE RANKING-CONT'D.

VALUE	Extremely Important	Important	Not Important
Justice (Treating others fairly or impartially, conforming to truth, fact or reason)	_____	_____	_____
Honesty (Being frank and genuine with everyone)	_____	_____	_____
Health (The condition of being sound in body and mind)	_____	_____	_____
Creativity (The creating of new ideas and designs; being innovative)	_____	_____	_____
Job (Your life-time work)	_____	_____	_____
Family (Your present family and your future family)	_____	_____	_____
Education (School, college)	_____	_____	_____
Achievement (Accomplishment, results brought about by resolve, persistence, or endeavor)	_____	_____	_____

MY TOP FIVE VALUES ARE:



IDENTIFYING MY VALUES HELPS SOLVE THE PUZZLES OF TEEN YEARS.

VALUE SITUATIONS

- Situation 1** **Your friends try to talk you into taking your parents' car to drive to see a friend. You do not have a license and your family rules forbid you to drive without one.**
- Situation 2** **You really want to sluff history because there is a major test and you haven't studied for it. You try to convince your friend to come with you.**
- Situation 3** **While at the mall, your friend slips a CD into your bag and tells you to "be cool". No one else saw him/her do it.**
- Situation 4** **Your friend is being physically abused at home and confides in you, but begs you not to tell anyone.**
- Situation 5** **At a party that your best friend couldn't attend, your best friend's girl/boy friend comes on to you.**
- Situation 6** **Your date begins making physical advances that you are not comfortable with, but you really want to impress this date.**
- Situation 7** **PART 1: You see someone steal from the school library. What would you do?**
- PART 2: You see someone steal from your locker. What would you do?**
- PART 3: Did you react differently in Part 1 than in Part 2? Why? or Why not? What can you learn about your values from this situation?**

"THE PIT OF DEATH"

Craig had just come home from high school when he heard the familiar sound. It was the hollow, metallic clank of the lid being snapped shut on the oil tank of a river barge. Craig worked on the Illinois River every summer. Like the good apprentice pilot he was, he knew the sounds of the river by heart.

But he wasn't on the river now. The sound came from his own backyard. The river was far away. The sound must have come from something Gary was playing with, an empty pot perhaps, or a barrel. Gary was Craig's two-year-old nephew. He lived down the street. Craig's family was babysitting him for the day. Gary had gone out into the yard earlier to play in the sandbox. It was a safe enough place. A fence ran all the way around the yard.

Craig looked out the window. Where was Gary anyhow? That little kid sure could move. He must have gone around the side of the house. Craig went outside. The toddler was nowhere in sight. Where could he be? The gate was closed. There was no way he could get over the fence.

Then the sickening truth stared up at Craig from a yawning black hole. The cover had been thrown back on a cesspool that lay under the backyard. That was the hollow, metallic sound that had echoed back to Craig in the first place. The cesspool contained a lake of waste matter 15 feet deep--a collection of all the sewage that had come from the house for years.

But was little Gary strong enough to pull the heavy cover back? And was he really down inside? The foul stink from the cesspool struck Craig in the face almost like a violent blow. He felt sick to his stomach. It wasn't just the odor that bothered him. It was the thought of Gary down in that pit, and the further thought of having to go down there and get him out.

Craig knew what he had to do. He couldn't just stand there and guess whether the boy had fallen in or not. Craig looked down into the hole. It opened into a big, cement-lined room 20 feet high. He hesitated just long enough to shout back to the house for a ladder. Then he dove in.

Down, down he went through the rotting filth, praying for his own life and that of his little nephew. Added to his fears was the thought of all the vermin that are attracted to such a place--rats and roaches and centipedes and who-knew-what-else. The thought of what might be in there with Gary made Craig's flesh crawl.

"THE PIT OF DEATH" - Page 2

Somehow Craig fought his way to the bottom. Of course, he couldn't have seen anything even if he had dared to open his eyes. All he could do was grope around in the hope of touching something that felt human.

But he couldn't stay down any longer. His lungs were bursting with pain. He had to come up for more air. What air! When he bobbed back up to the slimy surface, all he could pull into his gasping lungs was more of the poisonous stench. But at least it was better than drowning in the muck below him.

By now Craig's father and several other people had gathered around the hole. They lowered a ladder to help the rescue operation. There was no doubt that Craig would go down again, even though he was scared to death. He pulled a deep breath of the foul air into his chest and sank beneath the surface. This time, at least, he could climb down the ladder. Once more he explored the bottom without success. Once more he was driven to the top by the need for air, even as sickening as that so-called air was.

Down he went again. He wondered why he hadn't found his nephew. "Maybe I'm doing this for nothing," he thought. Maybe Gary had climbed over or through the fence some way and the open cesspool cover was just a coincidence. Then again, maybe the child hadn't sunk all the way through the muck and was floating somewhere in the middle. In that case, they could never really be sure without pumping the whole thing out. Then, of course, it would be too late to save him. It was probably already too late to save him.

Just the same, Craig continued his search along the bottom. This time he had gone in the right direction. His fingers touched something fairly large. Then he could feel the outline of the boy's tiny body. Craig scooped him into his arms and kicked his way back to the surface.

He handed his nephew up through the hole and then, exhausted, climbed out himself. The whole rescue operation had taken only about three minutes from beginning to end. The three minutes seemed like a lifetime.

Craig's father gave mouth-to-mouth resuscitation to the unconscious child and, miracle of miracles, the little body began to breathe. Gary was even crying by the time the ambulance arrived to take him to the hospital.

If we could stop our story here, we would have a happy ending and Craig's rescue would not only be heroic, but also an unblemished success. No such luck. Gary's life

"THE PIT OF DEATH" - Page 3

hung in the balance all that night and on into the next day. Craig could not bear the nerve-racking suspense of hanging around the house, waiting, as the hours passed.

It was late in the afternoon and Craig was in band practice when the awful news arrived. Gary was dead. The stuff he had taken into his lungs down in that pit had hardened, making it impossible for him to breathe.

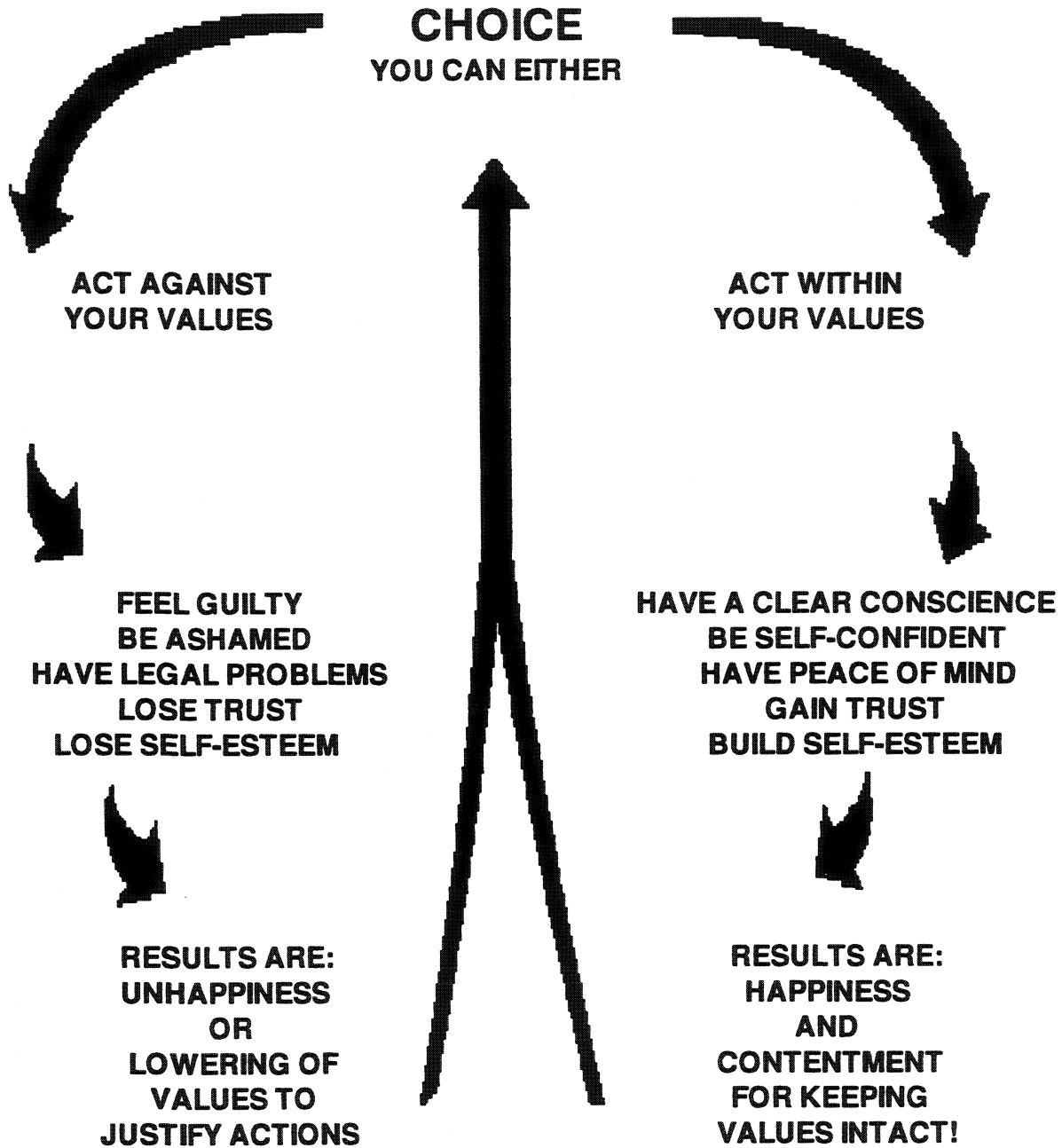
That was many years ago. Today Craig is the harbor boat pilot he always wanted to become. But whenever he hears the cover snap shut on an oil tanker, he is still haunted by the thoughts of that terrible day.

Craig received the Carnegie Hero's Medal that is awarded to people who have put their own lives on the line while trying to save the lives of others. The fact that Gary did not live takes nothing away from the bravery of 17-year-old Craig. He was a real hero. He did not hesitate to act under conditions that would have turned most people away in terror and disgust.

Source: Get Me Out of Here! Real Life Stories of Teenage Heroism. Gordon Carls

**We often tend to see possibilities in others,
but fail to dream
of the possibilities within ourselves.**

VALUE CYCLE



Name _____ Period _____ Date _____

VALUE CYCLE

